

Washington Township School District

WORLD LANGUAGE

Spanish

Port Colden Elementary School
Brass Castle Elementary School

Adopted: February 2009

Statement of philosophy

The primary goal of world language instruction is to enable students to communicate effectively in the target language. Students will be able to use the language they have studied in meaningful ways because they experience the language in authentic situations. Culture is an integral part of world language learning and must be connected with the language communication skills in order to create a more powerful learning experience for the students.

Course Description

The elementary program is cumulative, based on a progression of the content previously learned. The course advocates classroom language experiences, which are hands-on, holistic, and meaningful. Emphasis is placed on oral communication in the target language.

(It must be noted that ACTFL Performance Guidelines for K-12 learners of which New Jersey bases its standards on, are based on elementary programs that meet from 3-5 days per week for no less than 30 minutes per class.)

Instructional Objectives

CORE CONTENT STANDARD 7.1

Communication

ALL STUDENTS WILL BE ABLE TO COMMUNICATE IN AT LEAST ONE WORLD LANGUAGE IN ADDITION TO ENGLISH. THEY WILL USE LANGUAGE TO ENGAGE IN CONVERSATION, UNDERSTAND AND INTERPRET SPOKEN AND WRITTEN LANGUAGE, PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE MAKING CONNECTIONS WITH OTHER DISCIPLINES, AND COMPARE THE LANGUAGE/CULTURE STUDIED WITH THEIR OWN.

CORE CONTENT STANDARD 7.2

Culture

ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PERSPECTIVES OF A CULTURE(S) THROUGH EXPERIENCES WITH ITS PRODUCTS AND PRACTICES.

Each grade level will address Standards 7.1 and 7.2 through in-depth study of the culture of one world region in which the Spanish language is spoken.

Kindergarten –	Preview of the countries they will study until 6 th grade
Grade One –	South United States
Grade Two –	Mexico
Grade Three –	Puerto Rico and the Caribbean
Grade Four –	Central America
Grade Five –	South America
Grade Six –	Spain

GRADE KINDERGARTEN

7.1.1. Through appropriate verbal, written, or physical response, students will demonstrate knowledge of:

- Simple commands, directions, and requests
 - Stand up/Sit down
 - Come here
 - Please move back
 - Make a circle
 - Where is...?
- Basic greetings and statements
 - Hello/Good bye
 - Good Morning/Good Afternoon
 - How are you?
 - My name is...What is your name?
 - Nice to meet you
- Familiar people, places and objects
 - Family mom, dad
 - Animals turtle, snake, condor, quetzal, chickens, hen
 - Food corn, wheat
- Basic academic vocabulary
 - Numbers 1-10
 - Colors red, white, blue
 - Weather It is hot, It is cold, It's raining
 - Shapes circle, square

2. With target language for instruction and response, students will:

- Participate in brief oral exchanges on content topics
 - Math counting to 10, addition ($2+2=4$, $4+2=6$, $6+2=8$, $8+8=16$)
 - Lang Arts names of friends
 - Social Studies family members
 - Science weather
 - VP Arts colors
 - PE/Health nutritious foods
- Listen to age appropriate, culturally authentic selections for enjoyment and information and be able to recognize and repeat
 - Key words from "El Coqui", "No, No David"
- Present orally
 - Poetry/Music "Los Pollitos dicen", "Que Llueva", "El Coqui"
"Feliz Navidad", "Hola amigos", "Hasta luego"
 - Simple phrase for Show and Tell "What's your name?", "My name is..", "How are you?",
"I'm fine".

3. Study and participate in practices from the target culture (Latin America)

- Participate in cultural practices

Song	“El Coqui”
Dance	Mexican hat dance
Meals	corn, wheat
Games	Where is..?
Holiday Celebrations	Christmas/Las Posadas

7.2.1 Students will demonstrate an understanding of spoken communication by:

- Identifying daily practices of people in target language countries
 - “In Mexico, we.....
 - Eat corn, wear sombreros, Dance the Mexican Hat Dance
 - “In Puerto Rico, we...
 - Go to sleep listening to the sound of the Coqui
 - “In South America, we...
 - Look for the Quetzal and the Condor birds
- Identifying cultural aspects of target language countries in photographs, children’s books and cultural folkloric songs.
- Identifying distinctive cultural products of target language countries
 - Sombrero for Mexican Hat Dance, Spanish guitar

2. Students will use direct spoken and written communication to

- Imitate culturally appropriate etiquette during greetings, leave takings, and classroom interactions
 - “Hello/Goodbye”
 - “How are you?”
 - “I am fine, thank you. And you?”
 - “What’s your name?”
 - “My name is...”
- Participate in oral activities after listening to age appropriate culturally authentic selections
 - Recite “Los Pollitos dicen”, “El Coqui”, “Que llueva”, “Hola amigos”, “Hasta luego”.

3. Use spoken communication for an audience

- Reproduce a variety of tangible objects typical of target language countries
 - Hat for Mexican Hat Dance
 - Spanish guitar
- Identify and reproduce expressive products typical of target language countries
 - Sing “Los Pollitos dicen”, “El Coqui”, “Que llueva”, “Hola amigos”, “Hasta luego”.
- Participate in age-appropriate activities related to special events celebrated in target language countries
 - Christmas celebration/songs, dances, stories, Mexican Hat Dance

GRADE ONE

7.1.1. Through appropriate verbal, written, or physical response, students will demonstrate knowledge of:

- Simple commands, directions, and requests
 - Take out pencils
 - Listen please
 - Please be quiet
 - Close/Open the door
 - Turn on/off the light
 - Walk/Run, Don't walk/Don't run
 - I'm waiting
 - Raise your hand
- Basic greetings and statements
 - I am fine/I am so-so/I am doing badly
 - Thank you, and you?
 - What's the weather like today?
 - What day is it?
 - What is the date?
 - Today is
- Familiar people, places and objects
 - Family sister, brother, mom, dad, baby
 - Clothes hat, pants, shirt, shoes
 - Body parts nose, mouth, ears, head, eyes
 - Animals dog, cat
 - Food milk, chocolate, juice, water, apples, oranges, pears, strawberries, plums
 - Transportation bus, car
 - Places school, home
- Basic academic vocabulary
 - Numbers 10-30
 - Colors green, yellow, violet, orange, pink
 - Days of the week Mon., Tues., Wed., Thurs., Fri., Sat., Sun.
 - Months January-December
 - Year current
 - Weather It is cool, it is sunny/cloudy, partly sunny, there's snow
 - Seasons Fall, Winter, Spring, Summer
 - Shapes triangle, rectangle

2. With target language for instruction and response, students will:

- Participate in brief oral exchanges on content topics
 - Math addition facts to 10
 - Lang Arts short sentence/ spelling words
 - Social Studies school helpers, school rules
 - Science seasons, weather
 - VP Arts say /do locomotors - jump, run, Spanish music
 - PE/Health sensory organs

3. Use spoken and written communication for an audience:

- Reproduce a variety of tangible objects typical of target language countries
Traditional Southwest US dress of Mexican origin
Las Posadas decorations/costumes
- Identify and reproduce expressive products typical of target language countries
Illustrate and imitate La Oruga muy hambrienta
- Participate in age-appropriate activities related to special events celebrated in target language countries
Las Posadas
La macarena

GRADE TWO

7.1.1. Through appropriate verbal, written, or physical response, students will demonstrate knowledge of:

- Simple commands, directions, and requests
 - Tell me
 - Please bring me the...
 - Please give... to...
 - Write/Draw/Color the...
 - Take out your folders
 - Put your folders in your desk
- Basic greetings and statements
 - May I go to the bathroom, please?
 - Good evening
 - This is my friend.....
- Familiar people, places and objects
 - Family aunt, uncle, cousin, grandmother, grandfather
 - Clothes socks, gloves, scarf, coat
 - Body parts hair, hands, arms, legs, feet
 - Animals fish, bird
 - Food taco, corn, burrito, beans, enchiladas, quesadillas, tortillas
 - Transportation truck, bicycle
 - Places farm
- Basic academic vocabulary
 - Numbers 1-30, counting in 10's to 100
 - Colors brown, gray, black, purple, gold, silver
 - Weather There's wind, lightening. It is nice weather, It is bad weather
 - Shapes diamond, oval, star, heart
 - Cardinal directions North, South

2. With target language for instruction and response, students will:

- Participate in brief oral exchanges on content topics
 - Math addition and subtraction to 5, counting in 10's up to 100, Mexican money
 - Lang Arts one sentence answer to story question
 - Social Studies one sentence-cultural differences
 - Science myths and legends of early civilizations
 - VP Arts name time and place in a drama, Spanish music
 - PE/Health name major body organs
- Listen to age appropriate, culturally authentic selections for enjoyment and information and be able to recognize and repeat
 - Stories Una Tortilla para Emilia
El sombrero de Luis Lucero
Abuela
- Present orally/pictures/writing
 - Songs/Poetry Red es rojo
 - Simple phrases The setting of the story is.....
 - Information Who, Where, When

3. Study and participate in practices from the target culture (Mexico) through:

Song	“Cucaracha”, “La Bamba”
Dance	La Cucaracha, Mexican Hat Dance
Meals	Meals – Quesadillas, enchiladas, frijoles, tortillas, tacos, nachos
Games	La pelota
Traditional celebrations	Cinco de mayo

7.2.1. Students will demonstrate an understanding of spoken and/or written communication by:

- Identifying daily practices of people in target language countries
In Mexico, we
hardly ever wear coats, gloves, scarves, boots.
have lunches of meals of frijoles, enchiladas, tortillas, quesadillas.
have a truck on our farm.
read Una Tortilla para Emilia.
sing “La Cucaracha” and “La Bamba”.
dance “La Cucaracha”.
celebrate Cinco de mayo.
- Identifying basic geographical features and common landmarks in target language countries
The Pyramids of Mexico
- Identifying cultural aspects of target language countries in photographs, children’s books and videos
Mexican music and dancing in books/recordings
Pictures/videos of the lives of typical Mexican children
- Identifying distinctive cultural products of target language countries
Mexican sombreros
Pinatas, guitars, serapes, sombreros, maracas

2. Students will use direct spoken and written communication to:

- Imitate culturally appropriate etiquette during greetings, leave takings and classroom interactions
“It’s a pleasure.”
“May I go to the bathroom, please?”
“This is my friend....”
- Participate in oral and written activities after listening to age appropriate culturally authentic selections
Recite/illustrate El sombrero de Luis Lucero
Write one sentence about Abuela

3. Use spoken and written communication for an audience:

- Reproduce a variety of tangible objects typical of target language countries
Cinco de mayo artifacts/costumes/festivities
Objects to represent the symbols of Mexico
- Identify and reproduce expressive products typical of target language countries
Illustrate and imitate El sombrero de Luis Lucero
Imitate/recite “La Cucaracha” and “La Bamba”
- Participate in age-appropriate activities related to special events celebrated in target language countries
Cinco de mayo celebration
Meal event
La Cucaracha, La Bamba

GRADE THREE

7.1.1. Through appropriate verbal, written, or physical response, students will demonstrate knowledge of:

- Simple commands, directions, and requests
 - Let's go
 - We are out of time
 - Show me the...
 - Tell me/Tel the class
- Basic greetings and statements
 - Do you have a pet?
 - I have a...
 - How was your vacation?
 - What did you do?
 - What sport do you like?
 - I like...
- Familiar people, places and objects

Family	niece, nephew, grandson, granddaughter
Clothes	sandals, shorts, bathing suit, t-shirt
Body parts	cheeks, chin, face, neck, shoulders, elbows
Animals	horse, cow, pig, sheep
Food	pineapple, coconut, mangoes, rice & beans, flan
Transportation	train, plane
Places	library, store, park
Rooms in house	living room, kitchen, dining room, bedroom, bathroom
Furniture	sofa, bed, table, chairs
Sports	soccer, football, baseball, basketball
- Basic academic vocabulary

Numbers	30-40
Weather	Present progressive: It is raining/snowing, there is fog, hurricane
Cardinal Directions	East/West

2. With target language for instruction and response, students will:

- Participate in brief oral exchanges on content topics

Math	Add/subtract to 10
Lang Arts	Two sentence answer to story question
Social Studies	Lifestyle changes/time, location
Science	Weather conditions
VP Arts	Spanish music
PE/Health	Healthy habits
- Listen to age appropriate, culturally authentic selections for enjoyment and information and be able to recognize and repeat

Main idea	<u>Froggy juega al futbol</u>
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- Present orally, with pictures and/or in writing

Poetry/Songs	"Shake-It, Morena"
Simple phrases/journal response	The main idea of the story is....
Information/book report	Who, Where, When

3. Study and participate in practices from the target culture through:

Song	“Shake-It, Morena”
Dance	“Shake-It, Morena”
Meals	Tradition Puerto Rican food
Games	Dos y dos
Holiday Celebrations	El Dia de los Tres Reyes

7.2.1. Students will demonstrate an understanding of spoken and/or written communication by:

- Identifying daily practices of people in target language countries
 In Puerto Rico, we...
 wear sandals, shorts, bathing suits all year
 have dinners including
 go to the library to read, to the store to shop, go to the park to play...
 read La Leyenda del coqui, The Legend of the Hummingbird
 Celebrate El Dia de Los Tres Reyes
- Identifying basic geographical features and common landmarks in target language countries
 The Rain Forest
 El Yunque
 El Morro
- Identifying cultural aspects of target language countries in photographs, children’s books, videos
 Puerto Rican music and dancing in books/recordings
 Pictures/video of traditional celebrations
- Identifying distinctive cultural products of target language countries
 Puerto Rican visual arts productions
 Puerto Rican musical productions

2. Students will use direct spoken and written communication to:

- Imitate culturally appropriate etiquette during greetings, leave takings and classroom interactions
 “Let’s go to the beach”
 “How will you travel?”
 “Where are you going?”
- Participate in oral and written activities after listening to age appropriate culturally authentic selections
 Recite and act out “Shake-It, Morena” and other verses
 Write a two sentence paragraph about Froggy juega al futbol

3. Use spoken and written communication for an audience:

- Reproduce a variety of tangible objects typical of target language countries
- Identify and reproduce expressive products typical of target language countries
 Imitate “Shake-It, Morena”
 Re-tell Froggy juega al futbol
- Participate in age-appropriate activities related to special events celebrated in target language countries
 celebrations
 Dinner event
 Dance

GRADE FOUR

7.1.1 Through appropriate verbal, written, or physical response, students will demonstrate knowledge of:

- Simple commands, directions, and requests
 - Please turn right/left
 - Ask...the question.
 - How much does it cost?
 - It cost...(dollars)
- Basic greetings and statements
 - I do not like...
 - I would prefer to...
 - Have a great day!
 - See you soon!
- Familiar people, places and objects
 - Family step-mother, step-father, step-sister, step-brother
 - Clothes pajamas, cap, raincoat, umbrella, boots
 - Body parts fingers, wrist, stomach, back, knees, toes
 - Animals duck, goat, chicken, rooster, snake, mouse
 - Sports cheerleading, wrestling, golf, tennis, hockey, swimming
 - Transportation boat, taxi, motorcycle
 - Places restaurant, museum
 - Rooms attic, basement, garage
 - Furniture refrigerator, television, sink, stove, bathtub, toilet
 - Food, products platanos, coffee, chocolate, sugar, oranges, corn, cotton
- Basic academic vocabulary
 - Numbers 40-50
 - Prepositions up, down, in front, in back, around, in the middle, inside, outside
 - Alphabet A-Z

2. With target language for instruction and response, students will:

- Participate in brief oral exchanges on content topics
 - Math money exchange, cost of products
 - Lang Arts three sentence answer to story question
 - Social Studies diverse cultures in NJ
 - Science energy sources (heat comes from the sun)
 - VP Arts moving shows emotions (I jump when I'm happy)
 - PE/Health personal health (I stay healthy by..washing hands, brushing teeth, sleeping, exercising)
- Listen to age appropriate, culturally authentic selections for enjoyment and information and be able to recognize and repeat
 - Details La Leyenda del Pincel Indio
- Present orally/pictures/writing
 - Poetry "Sana, Sana", "Yo quiero aplaudir"
 - Simple phrases Some details in the story are.....
 - Information/short report Who, what, where, when

3. Study and participate in practices from the target culture (Central America) through:

Songs	“La Cabeza”
Games	Simon dice
Meals	Typical food of Central American countries
Holidays	Independence Day (Sept. 15th)

7.2.1 Students will demonstrate an understanding of spoken and/or written communication by:

- Identifying daily practices of people in target language countries
In Central America, we...
 - wear pajamas to bed.
 - use an umbrella and raincoat when it rains.
 - celebrate Independence Day by.....
 - go to a restaurant to eat special food & then we go to a museum to see interesting things.
 - read La Leyenda del Pincel Indio
 - play the marimba
 - weave traditional clothes
- Identifying basic geographical features and common landmarks in target language countries
 - The Panama Canal
 - Identifying each of the 7 countries of Central America
- Identifying cultural aspects of target language countries in photographs, children’s books, videos
 - Central American music and dancing in books/recordings
 - Pictures/videos of Central American holiday celebrations
- Identifying distinctive cultural products of target language countries
 - Central American visual and fine arts productions
 - Central American musical productions

2. Students will use direct spoken and written communication to:

- Imitate culturally appropriate etiquette during greetings, leave takings and classroom interactions
 - I do not like ...
 - I would prefer to ...
 - Have a great day!
 - See you later!
 - See you soon!
- Participate in oral and written activities after listening to age appropriate culturally authentic selections
 - Memorize a dialogue between a vendor and buyer in a Central American town
 - Complete a test on the products and countries of Central America

3. Use spoken and written communication for an audience:

- Reproduce a variety of tangible objects typical of target language countries
 - Products grown in Central America
- Identify and reproduce expressive products typical of target language countries
 - Write a short script for a conversation presentation
- Participate in age-appropriate activities related to special events celebrated in target language countries
 - Independence Day celebration
 - Day of the Dead celebration

GRADE FIVE

7.1.1. Through appropriate verbal, written, or physical response, students will demonstrate knowledge of:

- Simple commands, directions, and requests, exchange of information
I would like to be awhen I grow up.
What would you like to be when you grow up?
Please, put the ... on top of, below, here, there, next to...
What do you like to do in your free time?
What time is it?
The time is...
- Basic greetings and statements
I live in.....close to/far from.....
Where do you live?
I work in a.....
Where do you work?
- Familiar people, places and objects
Occupations teacher, doctor, nurse, firefighter, actor
Workplaces school, hospital, office, firehouse, theater
Leisure activities skiing, exercising, running, dancing, horseback riding, riding a bike, sleeping
Animals frog, turtle, shark, hamster, guinea pig, rabbit
Clothes skirt, dress, sweater, suit
- Basic academic vocabulary
Numbers 50-75
Parts of speech noun, verb
Telling time the hour, half hours
Prepositions on top of, below, next to, here, there close to, far from

2. With target language for instruction and response, students will:

- Participate in brief oral exchanges on content topics
Math telling time
Lang Arts four sentence answer to story questions, conversation presentations
Social Studies Living and working
Science Galapagos Islands, Amazon River
VP Arts Memorized conversation presentation, act out skit
PE/Health I stay fit by..exercising, sleeping
- Listen to age appropriate, culturally authentic selections for enjoyment and information and be able to recognize and repeat
Theme Casi se muere
- Present orally/pictures/writing
Poetry/Song “Los Esqueletos”
Simple phrases The theme of the story is.....
Information Who, what, where, when, why

3. Study and participate in practices from the target culture (South America) through:

Songs	“Cielito lindo”
Dances	The Tango
Games	Frio/Caliente

Meals	Dinner
Holidays	Dia de la Raza

7.2.1. Students will demonstrate an understanding of spoken and/or written communication by:

- Identifying daily practices of people in target language countries
I live in the city, country, on a farm, close to the ocean
We enjoy our free time by dancing the Tango
For dinner we eat guinea pig
- Identifying basic geographical features and common landmarks in target language countries
Amazon River, Andes Mountains, Easter Island
Galapagos Islands, Lake Titicaca
Identifying the countries of South America
- Identifying cultural aspects of target language countries in photographs, children's books, plays
South American music and dancing in books/recordings
Pictures/videos of South American culture
Blend of Indian, European, African influences
- Identifying distinctive cultural products of target language countries
South American visual and fine arts productions
South American musical productions

2. Students will use direct spoken and written communication to:

- Imitate culturally appropriate etiquette during greetings, leave takings and classroom interactions
I will see you at 1:00 to ride horses.
Let's go bike riding at 4:00.
- Participate in oral and written activities after listening to age appropriate culturally authentic selections
Memorize "Los esqueletos"
Write a book report on one of the countries of South America

3. Use spoken and written communication for an audience:

- Reproduce a variety of tangible objects typical of target language countries
Arpilleras
- Identify and reproduce expressive products typical of target language countries
Write a short poem
Write a script for conversation presentation
- Participate in age-appropriate activities related to special events celebrated in target language countries
The Tango
Dia de la Raza celebration

GRADE SIX

7.1.1. Through appropriate verbal, written, or physical response, students will demonstrate knowledge of:

- Simple commands, directions, and requests
 - I would like to be a.....when I grow up/musician, singer, athlete, artist, lawyer
 - What would you like to be when you grow up?
 - I like togo to the movies, help in the house, play guitar, swim, talk on the phone, skate, draw, watch television, play sports, go to school, study, listen to music
 - What do you like to do?
 - I am...generous, stingy, organized, disorganized, dare-devil, prudent, artistic, athletic, funny, serious, hardworking, lazy, patient, impatient
 - What are you/he/she like?
 - Describe him/her
 - He/she has...hair/blond, dark, gray, redhead
 - He/she is...tall, short, beautiful, handsome, ugly, skinny, fat, young, old
- Basic greetings and statements
 - Can I help you?
 - I can't find my...
 - No problem. I will help you find...
 - I am felling...today/sad, happy, guilty, shy, tranquil, angry, evil, in love, frustrated
 - How are you feeling today?
- Familiar people, places and objects
 - Occupations musician, singer, athlete, artist, lawyer
 - Vacation spots beach, mountains, lake, river, city
 - Food tapas, olives, gazpacho, cuchinillo, paella
 - Stores Jewelers, shoe store, bakery, bookstore, fruit store, flower shop
 - Products Jewelry, shoes, bread, books, fruit, flowers
- Basic academic vocabulary
 - Numbers 75-100
 - Parts of Speech adjectives

2. With target language for instruction and response, students will:

- Participate in brief oral exchanges on content topics
 - Math percents, fractions, dollars, cents, the quarter hour, minutes
 - Lang Arts one sentence critique of presentation
 - Social Studies history of the people of Spain
 - Science energy sources
 - VP Arts Explain a work of art in 2-3 sentences
 - PE/Health Some dangerous drugs are....tobacco, alcohol, marijuana
- Listen to age appropriate, culturally authentic selections for enjoyment and information and be able to recognize and repeat
 - Theme Don Quixote de La Mancha (children's version)
- Present orally/pictures/writing
 - Poetry "Versos Sencillos" by Jose Marti
 - Simple phrases The theme of the story is...
 - Information How, In what way, The cause was...

1. Study and participate in practices from the target culture through:

Songs	“Las Ketchup”
Dances	Flamenco, Las Ketchup dance
Games	Bullfights
Meals	Dinner specialties
Holidays	San Fermin Festival/Running of the Bulls

7.2.1. Students will demonstrate an understanding of spoken and/or written communication by:

- Identifying daily practices of people in target language countries
When I go on vacation, I like to go to...
I buy my...at the...
- Identifying basic geographical features and common landmarks in target language countries
Aqueducts, seaports, Spain’s location as a peninsula
- Identifying cultural aspects of target language countries in photographs, children’s books, videos
Contributions of some of the conquerors of Spain (Romans, Visigoths, Moors, Celts)
- Identifying distinctive cultural products of target language countries
The Flamenco dress, castanets, the work of Pablo Picasso, Euros

2. Students will use direct spoken and written communication to:

- Imitate culturally appropriate etiquette during greetings, leave takings and classroom interactions
What would like to buy?
- Participate in oral and written activities after listening to age appropriate culturally authentic selections
Choral reading of “Versos Sencillos”
Translation of children’s version of Don Quixote de La Mancha

3. Use spoken and written communication for an audience:

- Reproduce a variety of tangible objects typical of target language countries
Brochure representing a city in Spain
- Identify and reproduce expressive products typical of target language countries
Create and use dialogue to present a conversation between a tourist and police officer
- Participate in age-appropriate activities related to special events celebrated in target language countries
Las Ketchup song and dance