

North Caldwell Public School
World Language K - 6 Curriculum
Aligned to the 2014 NJCCCS

Approved: May 1, 2014

CONCEPTS	SKILLS	ESSENTIAL QUESTIONS	SUGGESTED ACTIVITIES	ASSESSMENT
KINDERGARTEN AND FIRST				
BODY PARTS Standard 7.1	Verbally identify body parts; la cara, los ojos, la boca, la nariz, las orejas, la cabeza, el pelo, los brazos, las manos, los dedos, las piernas, los pies, los dientes	What are the vocabulary words for body parts and how do we pronounce them in Spanish?	Two songs: "Cara, cabeza" and "Stretch your Brazos", flashcards, bingo game, match body parts and labels on poster, mata mosca game, puppets, mystery bag and simon dice game, Smartboard interactive body part game, Head Shoulders Knees Toes Song, Mr. Potato Head game, Pair & Share Activities.	Observations, performance based assessments (PBA), and mini role plays.

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GREETING, FAREWELL, AND COURTESY EXPRESSIONS Standard 7.1	Verbally identify and utilize appropriate vocabulary for greetings and expressions of farewell, including; Hola, Buenos Dias, Buenas Tardes, Buenas Noches, Adios, Gracias, De Nada.	What are the vocabulary words necessary to communicate greeting and farewell expressions?	Encourage and model the use of Spanish vocabulary in daily classroom situations. Teacher/Student and Student/Student. Puppets, Pair & Share, Role play scenarios, Hola amigos / Adios amigos songs, Puppet songs, read the book Gracias the Thanksgiving Turkey.	Observations, performance based assessments (PBA), and mini role plays, student created songs, chants, and jingles.
PERSONAL INFORMATION: NAMES AND FEELINGS Standard 7.1	Verbally identify questions; Como te llamas tu? and Como estas tu?. Respond with Me llamo _____ and choose appropriate feeling response; Estoy bien, estoy asi, estoy mal.	What are the vocabulary words necessary to communicate greeting and farewells?	Encourage and model the use of Spanish vocabulary in daily classroom situations. Teacher/Student and Student/Student. Puppets, Pair & Share, Role play scenarios, Hola amigos / Adios amigos songs, Puppet songs.	Observations, performance based assessments (PBA), and mini role plays.
NUMBERS 1-10 Standard 7.1	Verbally identify, recognize, and accurately pronounce numbers 1-10. Add and subtract single digit numbers.	What are the vocabulary words needed to recognize, identify and accurately pronounce in Spanish?	Diez deditos song, flashcards, bingo, fishing game, number basketball, bean bag activities and concentration.	Observations, performance based assessments (PBA), and mini role plays.

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COLORS Standard 7.1	Verbally identify colors in Spanish: rojo, anaranjado, amarillo, verde, azul, morado, café, rosado, gris, blanco, negro.	How can we use the Spanish colors to describe an object? What are the vocabulary words we need?	Flashcards, bingo, color songs, color bears game, chanting game, the color game, Mexican hat dance song, mata mosca number game.	Observations, performance based assessments (PBA), and mini role plays.
ANIMALS Standard 7.1	Verbally identify and recall auditorially animals: el perro, el gato, la gallina, el conejo, el gallo, la vaca, el caballo, el cerdo, el mono, el oso, el pajarero, la rana, el pato, el pez, la oveja.	What are the vocabulary words we need to describe these animals?	Flashcards, TPR actions of animals, mata mosca game, match labels onto poster, tic tac toe game, and chanting game, adopt a beanie baby animal and describe orally and in written form what their animal is like.	Observations, performance based assessments (PBA), and mini role plays.
FAMILY Standard 7.1	Verbally identify six members of the family and two pets: el papa, la mama, el abuelo, la abuela, la hermana, el hermano, el gato, el perro.	What are the vocabulary words we need to describe the family members and pets?	Match poster pictures with labels, mata mosca game, construct family book and family trees, read <u>Abuela</u> , watch Salsa video: Ricito y los Tres Osos.	Observations, performance based assessments (PBA), and mini role plays.

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CLASSROOM OBJECTS Standard 7.1	Verbally identify and read basic classroom vocabulary words: el libro, la bandera, el papel, el reloj, el globo, el mapa, la silla, la regla, la profesora, el profesor, el calendario, el escritorio, la pizarra, la tiza, la mesa, la pluma.	What vocabulary words do we need to describe classroom objects?	Flashcards, color and identify on worksheet, point to items in room, use TPR orally to identify and accurately pronounce vocab, "Cual Falta" game.	Observations, performance based assessments (PBA), and mini role plays.
DAYS OF THE WEEK Standard 7.1	Verbally identify and read the days of the week: lunes, martes, miercoles, jueves, viernes, sabado, domingo. Compare starting days of Spanish calendar (lunes = Monday) as opposed to English calendar (domingo = Sunday). Identify that Spanish days of the week do not start with a capital letter.	What are the vocabulary words needed to describe the days of the week in Spanish? How can we differentiate between the Spanish calendar and the English calendar?	Orally translate Spanish days of the week into English days. Sing, dance and hold up flashcard to "lunes martes" song, use flashcards to put days of the week in order, review days of the week on worksheet, Mata mosca game with days vocabulary.	Observations, performance based assessments (PBA), and mini role plays.
MONTHS OF THE YEAR Standard 7.1	Verbally identify and read the months of the year: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.	What are the vocabulary words needed to identify months of the year?	State birthday month in Spanish, color months worksheet and place into notebook, sing months of the year song, unscramble the 12 months and put in correct order, make a class birthday graph.	Observations, performance based assessments (PBA), and mini role plays and perform months song unassisted.

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<p>WEATHER EXPRESSIONS Standard 7.1</p>	<p>Verbally identify and respond to "Que tiempo hace hoy?" with one of several weather expressions: Hace frio, hace calor, hace buen tiempo, hace mal tiempo, esta lloviendo, esta nevando, hace viento.</p>	<p>What are the vocabulary expressions needed to identify the weather?</p>	<p>Flashcards, color weather worksheet and place into notebook, construct weather wheel, discuss what type of clothing would be needed for each type of weather, take a poll of favorite types of weather, sing and act out "Que tiempo hace" song, Si or no game, weather bear, use puppets to describe weather with each other.</p>	<p>Observations, performance based assessments (PBA), and mini role plays.</p>
<p>CLOTHING Standard 7.1</p>	<p>Verbally identify and read several clothing items: el sombrero, los pantalones, los calcetines, el sueter, el vestido, los zapatos, la falda, la chaqueta, el pijama, el traje de bano, el reloj. Compare and contrast true and false cognates: los pantalones (pants) and el vestido (dress). Distinguish between singular and plural articles and how they can be used to give clues to vocabulary.</p>	<p>What are the vocabulary words needed to describe the articles of clothing in Spanish? How can we use this vocabulary when we are packing for a trip?</p>	<p>Clothing video, suitcase game, color and place worksheet into notebook, take a poll of clothing items worn by class, mata mosca game, laundry game, student pairs put on fashion show in Spanish, interactive Smartboard activity.</p>	<p>Observations, performance based assessments (PBA), and mini role plays.</p>

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EMOTIONS Standard 7.1	Verbally identify, read and act out emotions. Vocabulary expressions: Estoy (muy) bien, Estoy asi asi, Estoy mal, Estoy feliz. Also use of tener expressions: Tengo hambre, tengo sed, tengo dolor, tengo frio, tengo calor, tengo miedo, tengo sueno.	What are the vocabulary words and actions needed to describe feelings. How are emotions for males different than those of females?	Identify emotions through use of flashcards, discuss male/female differences in emotion endings, noting some emotions are the same for both. Fill in worksheets with faces, showing emotions. Use of TPR techniques to identify corresponding emotion and charades games.	Observations, performance based assessments (PBA), and mini role plays.
SECOND GRADE				
SHAPES Standard 7.1	Verbally identify and read basic shapes: el cuadrado, el triangulo, el rectangulo, la estrella, el circulo, corazon, el ovalo, el rombo.	What are the vocabulary words we need to describe shapes that we see in daily life objects? How can we use these shape adjectives to describe nouns that are familiar to us?	Identify and color shapes in worksheet, cut and paste into notebook, "I spy" game, make a creature/animal/person using shapes and label, shapes bingo.	Observation of student response and performance tasks.

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<p>HOUSE: PARTS AND ROOMS Standard 7.1</p>	<p>Verbally identify and read basic household vocabulary words including the structural parts of a house, as well as rooms in the house: la casa, el techo, la chimenea, la ventana, la puerta, el garaje, el patio, el jardín, la sala, el comedor, el dormitorio, la cocina.</p>	<p>What are the vocabulary words we need to describe the external parts of house and rooms?</p>	<p>Compare and contrast vocabulary to familiar Spanish and English words, identify items in Spanish on worksheet and place into notebook, mata mosca, bingo, pantomime and dream bedroom project.</p>	<p>Observations, performance based assessments (PBA), and mini role plays and dream bedroom project.</p>
<p>HOUSEHOLD CONTENTS Standard 7.1</p>	<p>Verbally identify and read basic contents of the house: el sofá, la lámpara, las cortinas, la cama, el espejo, el sillón, la estufa, el horno, el lavaplatos, el refrigerador, el fregadero, la lavadora, la secadora, la televisión, el radio, el tocadiscos, los discos, el cartel, los carritos, la muñeca, la grabadora, el casete, el disco compacto, el tocador de discos compactos.</p>	<p>What are the vocabulary words we need to describe the basic contents of a house.</p>	<p>Compare and contrast vocabulary to familiar Spanish and English words, identify items in Spanish on worksheet and place into notebook, mata mosca, bingo, kitchen video, interactive Smartboard activities, Pictionary game.</p>	<p>Observations, performance based assessments (PBA), and mini role plays.</p>

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<p>PLACES IN TOWN Standard 7.1</p>	<p>Verbally identify and read common places around town: la escuela, la iglesia, el correo, la policia, el zoológico, la playa, la piscina, el parque, la biblioteca, el hospital, el cine, el museo, el banco, la tienda, el supermercado, el restaurante, la farmacia, la panadería, la carnicería, la zapatería, la joyería, el aeropuerto, la estación del tren, la parada de autobús, el estacionamiento, el centro, el edificio, los apartamentos, el rascacielos, la granja, el hotel, la oficina, el pueblo, el teatro.</p>	<p>What are the vocabulary words we need to describe the places around a typical town? How can knowledge of previously identified nouns help us remember the names of some stores? Which places around town are cognates from English?</p>	<p>Color and identify places on worksheet. Mata mosca games using Spanish words or pictures. Mystery bag activity using pocket chart, flashcards, review buddy bingo, videos, read aloud the book "Oh No, Gotta Go" by Susan Elyas. Create a fortune teller game with town vocabulary.</p>	<p>Observations, performance based assessments (PBA), and mini role plays.</p>
<p>TRANSPORTATION Standard 7.1</p>	<p>Verbally identify and read modes of transportation: el metro, el autobús, el tren, el helicóptero, el avión, el moto para nieve, los pies, la bicicleta, la motocicleta, los esquís, el automóvil, el taxi, el camión, el barco, el caballo, la patineta, los patines, la tabla para surfear.</p>	<p>What are the vocabulary words we need to describe common modes of transportation?</p>	<p>Worksheets, videos, magnetic letter vocabulary, mata mosca, bingo, pictionary, charades.</p>	<p>Observations, performance based assessments (PBA), and mini role plays.</p>

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<p>MEXICO Standard 7.1</p>	<p>Visually identify the Mexican flag, describe the legend of the symbol of Mexico, describe and compare "El dia de los muerto"s to Halloween. Describe the celebration of Cinco de Mayo. Describe some typical mexican foods and how they are made.</p>	<p>What are two major holidays in Mexico and how are they celebrated? Why does the flag of Mexico have a symbol of a bird on a cactus? What are the ingredients needed to make Mexican foods?</p>	<p>Show the flag of Mexico and describe how the symbol of Mexico originated with the Aztecs. Share pictures of the holiday in various books, make esqueteo puppets. Read <u>Too Many Tamales</u> and share plastic hispanic foods.</p>	<p>Observations, performance based assessments (PBA), and mini role plays.</p>
<p>THIRD GRADE</p>				
<p>ALPHABET Standard 7.1</p>	<p>Verbally identify and name each letter of the Spanish alphabet: (English alphabet plus ch, ll, n, rr). Describe the sound of each letter.</p>	<p>How do we describe these letters in the Spanish alphabet? How are they similar and different to those of the English alphabet? What are the variations of the sounds of these letters within some Spanish speaking countries ("ll" in Argentina, "z" in Spain) Why are accent marks and tildas so important to include?</p>	<p>Discuss as a class each letter individually note similarities and differences between English and Spanish letters, sing and dance to alphabet songs, identify previously learned vocabulary that start with certain sounds and/or letters, alphabet video, alphabet books.</p>	<p>Observations, performance based assessments (PBA), and mini role plays.</p>

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<p>NUMBERS 1 -1000 Standard 7.1</p>	<p>Verbally identify, write and accurately pronounce numbers from 1-1000. Utilize this knowledge of numbers in cross curricular lessons.</p>	<p>How do we construct numbers greater than 20 with the knowledge of numbers less than 20. How are some numbers written with a shortcut? When is "y" used in numbers?</p>	<p>Write basic numbers 1-1000 in notebook. Construct other numbers mentally, while referring to notebook and playing "mas o menos", "mata mosca", Bingo games, and assorted worksheets. Compare and contrast the manner in which numbers are written as prices in other countries (reversal of commas and decimal points).</p>	<p>Observations of student response, performance task, board games, and interactive smartboard activities.</p>
<p>FOOD Standard 7.1</p>	<p>Verbally identify, accurately pronounce, read and write basic food and and related vocabulary: breakfast, lunch and dinner, vocabulary related to setting the table, and ordering food in a restaurant.</p>	<p>What are the vocabulary words we need to describe food and food related items? Which of these are cognates? Which of these are compound words?</p>	<p>Flashcards, color and identify on worksheet, Bingo, Mata Mosca game, videos, games with plastic food items, oral quizzes, create a Hispanic menu, and role play ordering food in a restaurant.</p>	<p>Observations of student response, and performance task.</p>

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<p>ANIMALS Standard 7.1</p>	<p>Verbally identify, accurately pronounce, read and write vocabulary words related to household animals: el perro, el gato, el pajarero, el conejo, el gallo, la gallina, el caballo, la vaca, el pez, el pato.</p>	<p>What are the vocabulary words we need to describe household animals? Which of these vocabulary words are cognates? Which have irregular articles or plural forms?</p>	<p>Identify and color animals on worksheet, cut and paste into notebook. Illustrate and label a "crazy animal" combining several animals. Solve animal riddle using familiar adjectives and vocabulary. Worksheets, games, pantomime, "Mi mascota" project using beanie baby animals.</p>	<p>Observations of student response, and performance task.</p>
<p>ME GUSTA (AN) Standard 7.1</p>	<p>Identify verbally as well as in written form and accurately pronounce expressions needed to describe likes and dislikes of singular and plural items. (Me gusta, me gustan, no me gusta, no me gustan, me gusta mucho/poco, Te gusta?, Te gustan?</p>	<p>What are the words we need to describe likes and dislikes in Spanish? When is it appropriate to use Me gusta vs. Me gustan? Where do we put the negation (no) in this type of sentence? How does this differ in English?</p>	<p>Take a poll of the students for likes and dislikes, ask students to explain why Me gusta is used in some sentences as opposed to Me gustan. Explain this difference in English. Further explain that the use of "no" is put in the front of verb in Spanish, unlike in English when it appears after the subject.</p>	<p>Observations of student response and performance task.</p>

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FOURTH GRADE				
ALL ABOUT ME Standard 7.1	Verbally identify, accurately pronounce, read, write and incorporate descriptions into simple sentences. Recognize that adjectives in Spanish must agree in gender and number.	What are the vocabulary words needed to describe oneself? Which of these vocabulary words are cognates?	Oral presentation in front of class, autobiographical newspaper written project. Play "Quien Es?" description game.	Observations of student response and performance tasks.
TELLING TIME Standard 7.1	Verbally and visually express the concept of telling time in Spanish using the vocabulary words: Son las ____, Es la ____, A las ____, A la ____, y, menos, cuarto, media. Recognize that time expressions are different from time in English. For example, to express minutes after the half hour mark one must subtract time from the next hour. Also, the one o'clock hour is unique in that it is the only time that utilizes "Es la __" and the number one changes from "uno" to "una".	What are the vocabulary words we need to construct expressions of time in Spanish? How and when are they used? Why do we distinguish between one o'clock and the rest of the hours? How could time in Spanish be compared and contrasted to time in English?	Using large Judy clock, demonstrate simple time expressions in Spanish up to the half hour mark. Introduce other necessary components of time expressions: "y", "media", "cuarto". Once time is mastered up to the half hour mark, students will learn how time is rounded up to the next hour and subtracted. Follow up with examples. Practice time individually on clock worksheets.	Student participation in lessons, observations of tasks and activities, smartboard interactive activities, and projects.

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<p>ADJECTIVES Standard 7.1</p>	<p>Verbally identify, accurately pronounce, read, write and incorporate into basic sentences adjectives in Spanish that relate to people and things: colors, mediano/a, pequeno/a, alto/a, bajo/a, gordo/a, delgado/a, bonito/a, feo/a, suave, duro/a, limpio/a, feliz, triste, simpatico/a, fuerte, amable, inteligente, atletico/a, artistico/a, honesto/a, moreno/a, rubio/a, pelirrojo/a, grts, calvo/a.</p>	<p>What are the vocabulary words we need to describe people and things? Where do we place these vocabulary words in sentence? How does this differ from the structure of English sentences? What is meant by gender and number? How do we change some of the adjectives to agree in gender and number? Do we have this in English sentences?</p>	<p>Record English definitions of adjectives on worksheets that demonstrate with a picture and the Spanish vocabulary term. Create example sentence fragment on board using adjectives with students correcting any mistakes in gender and number. Students create their own phrases with gender and number adjectives. Play a game of "Quienes?" with celebrity pictures. Play a game of "I Spy" describing things around the room and students try to guess the objects being described. Students create a "Wordle" word cloud of twenty adjectives that would describe him or herself.</p>	<p>Observations of student response, performance task participation, Wordle project.</p>

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<p>PREPOSITIONS</p> <p>Standard 7.1</p>	<p>Verbally identify, accurately pronounce, read, write and incorporate prepositions into small sentences: arriba, abajo, dentro de, fuera de, cerca de, lejos de, delante de, detras de, sobre, debajo de, encima de. Create contractions when necessary: a + el = al, de + el = del.</p>	<p>What is the definition of a preposition in English? What are some examples? What are the vocabulary words we need to express these prepositions in Spanish? How can we utilize these prepositions to create sentences that explain where? How must we combine articles with "de" and "a" to make a sentence correct? Why does the Spanish language use these contractions, are there similar contractions in English, are these English contractions necessary or optional?</p>	<p>Identify and write English translation under Spanish vocabulary with illustration. Discuss slight differences within some preposition vocabulary words. Example: sobre and encima de. Create sample sentences on board which students translate for practice. Orally enforce these types of sentences by asking questions about people and objects in the classroom. Have students create unique sentences with illustrations about "Un Dia Loco".</p>	<p>Student response, performance task, and role play.</p>

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GEOGRAPHY OF SPANISH SPEAKING COUNTRIES Standard 7.1	Identify the location, spelling and capitals of Spanish speaking places in Central, South America and Europe.	Which countries are considered Spanish speaking countries? Where are they located? What are their capitals? Which continent are they located on? What countries do they border that are not Spanish speaking? What languages are spoken in those places?	Fill in maps with countries and capitals, discuss if anyone has visited these places, and relate personal travel experiences, and play a game using flashcards to help reinforce countries and capitals, sing the hispanic countries and capitals song. Drag puzzle piece of country to its location on virtual map utilizing digital tools.	Observations of student response, performance task participation, Smartboard test.
FIFTH GRADE				

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<p>SCHOOL SUBJECTS Standard 7.1</p>	<p>Verbally identify, accurately pronounce, read, write and incorporate into simple sentences subjects in school: la ciencias, el arte, la matemáticas, la clase de computadoras, la música, la hora de recreo, la historia, la geografía, el inglés, el español, la educación física, los estudios sociales, la lectura, la biblioteca.</p>	<p>What are the vocabulary questions we need to describe these school subjects? Which are cognates? How can we use these cognates to help us remember the school subjects?</p>	<p>Introduce school subjects by recording Spanish and English translation into Spanish notebook. Create a student school schedule in Spanish.</p>	<p>Classwork, participation, observation of student response, oral rapid fire drill and peer to peer Q & A.</p>
<p>PROFESSIONS Standard 7.1</p>	<p>Verbally identify, accurately pronounce, read and write common professions: el actor, el actriz, el arqueólogo/a, el arquitecto/a, la asisenta de vuelo, la astronauta, el bibliotecario/a, el bombero/a, el/la cantante, el científico/a, el fotógrafo/a, el/la guía, el ingeniero/a, el interprete, el/la medico, el/la periodista, el/la piloto, el/la policia, el profesor/a, el recepcionista, el/la veterinario/a, el enfermero/a, el maestro/a.</p>	<p>What are the vocabulary words we need to describe these professions? When do the names of the professions change according to male and female? Which ones stay the same? How are articles utilized to determine male/female? Note that articles are omitted after ser.</p>	<p>Teachers discover video: Professions by using familiar cognates, try to figure out what the Spanish professions are and complete worksheet before viewing video. Take a poll of class for future professions. Play pictonary, and charades.</p>	<p>Completion of assignments, student observations, and oral rapid fire drill.</p>

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<p>SCHOOL ROOMS AND PERSONNEL Standard 7.1</p>	<p>Verbally identify, accurately pronounce, read, write and illustrate basic school rooms and personnel: la escuela, la clase, la oficina, la cafetería, el cuarto de baño, el gimnasio, la biblioteca, la clase de: música, computadoras, arte, la oficina de la enfermera. El director, la directora, el/la secretario/a, el/la enfermero/a, el/lal profesor/a, el/la maestro/a, el/la estudiante.</p>	<p>What are the vocabulary words we need to describe the rooms in the school and the personnel? How can we easily identify between male and female vocabulary when referring to people?</p>	<p>Flashcards, color and identify on worksheet, cut and paste worksheet into Spanish notebook, pictonary, and charades.</p>	<p>Observations of student response and performance task.</p>
<p>SPORTS Standard 7.1</p>	<p>Verbally identify, accurately pronounce, read, write and incorporate into small sentences vocabulary related to sports: el beisbol, el futbol, el futbol americano, el tenis, el baloncesto, el hockey, el voleibol, el patinar, la natacion, el esquis, la gimnasia.</p>	<p>What are the vocabulary words we need to describe these sports? Which are cognates? Do you think they were adopted from English into Spanish or vice versa? How can these cognates help us remember the Spanish vocabulary words and which sports are popular in Spanish speaking countries?</p>	<p>Introduce sports by recording Spanish and English translations into Spanish notebook. Discuss the difference between futbol and futbol americano. How do sports integrate into the culture of the country? Discuss soccer and bullfighting. Research and compile list of Hispanic athletes on American teams.</p>	<p>Classwork, participation, observation of student response, written biography of Hispanic athletes and oral presentation.</p>

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<p>LEISURE TIME ACTIVITIES</p> <p>Standard 7.1</p>	<p>Verbally identify, read, write and incorporate into basic sentences vocabulary related to leisure time activities: leer, montar en bicicleta, bailar, ir de compras, ir al cine, ir al centro comercial, jugar con amigos, visitar parientes, viajar, mirar la television, hablar por telefono, saltar la cuerda.</p>	<p>What are the vocabulary words we need to describe these leisure time activities? Utilize previously learned vocabulary to ask and answer likes and dislikes about these activities. Which of these activities are popular in Spanish speaking countries?</p>	<p>Introduce leisure time activities by playing pictionary and charades. Students will poll classmates regarding favorite activities. Students will create a bar graph showing results of the poll.</p>	<p>Classwork, participation, observation of student response.</p>
<p>VERB INFINITIVES</p> <p>Standard 7.1</p>	<p>Verbally identify, accurately pronounce, read, write and incorporate into basic sentences: andar, bailar, cantar, comer, leer, correr, saltar, vivir, escribir, cocinar, estudiar, jugar, hablar, tocar.</p>	<p>What are the vocabulary words we need to construct basic sentences utilizing infinitives with gustar? What is the difference between writing about yourself and someone else?</p>	<p>Introduce verbs by recording Spanish and English translation into Spanish notebook. Construct simple sentences utilizing new and previously learned vocabulary. Complete worksheets and act out feelings about a variety of leisure time activities.</p>	<p>Student participation in lessons, completion of assignments, and observations of tasks, games and activities.</p>

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<p>SPAIN Standard 7.1</p>	<p>Visually identify the flag of Spain, describe the colors in Spanish, recognize that this flag is utilized on Spanish books in our library, identify bullfighting as a sport in Spain, and the necessary elements: el toro y el matador.</p>	<p>What does the flag of Spain look like? How can it help us to find Spanish library books? What would you see if you were at a bullfight in Spain?</p>	<p>Show the flag of Spain and identify the colors in Spanish. Create a Spanish flag bookmark. Show video of Spanish life.</p>	<p>Observations of student response and performance task and Spain trivia game.</p>
<p>SIXTH GRADE</p>				
<p>AR VERB CONJUGATION Standard 7.1</p>	<p>Conjugate common regular verbs in the present tense: ayudar, buscar, contestar, enseñar, entrar, mirar, necesitar, pasar, preparar, usar, estudiar, bailar, patinar, nadar, hablar, cantar, trabajar, escuchar.</p>	<p>How are regular AR verbs conjugated? Why do we have to conjugate verbs? Are there certain times when conjugating is not necessary? What are the endings that are necessary for: yo, tu, el, ella, Ud, nosotros, ellos, ellas, Uds. How do we translate these conjugated words?</p>	<p>Introduce each of the words and their English translation, identify endings, practice orally and with teacher created worksheets. Play pictictionary and charades, participate in a rapid fire Q & A with teacher and peers.</p>	<p>Student observation, orally participation, orally in class and with written classwork, pen and paper tests, and oral rapid fire drills.</p>

CONCEPTS	SKILLS	ESSENTIAL QUESTIONS	SUGGESTED ACTIVITIES	ASSESSMENT
<p>SER AND ESTAR Standard 7.1</p>	<p>Explain the meaning of SER and ESTAR. Distinguish between the uses of "to be" (temporary, permanent, location, describing, etc.).</p>	<p>What are the situations in which we would use SER and ESTAR? What are the criteria for each? How can we use this knowledge to construct sentences?</p>	<p>Give examples of sentences in which SER and ESTAR are used. Have students brainstorm a list of rules that would govern usage. Practice with worksheet examples, write simple stories and illustrate, supply story starters and examples.</p>	<p>Pen and paper tests, role play scenarios, Smartboard interactive tests.</p>
<p>TENER Standard 7.1</p>	<p>Explain meaning and uses of tener: possession, temporary feelings, and age expressions. Match conjugated forms of tener with proper subject pronoun.</p>	<p>What are the situations in which we would use tener? What are the criteria for each? How can we use this knowledge to construct sentences?</p>	<p>Give examples of sentences in which tener is used. Have students brainstorm a list of rules that would govern usage. Practice with worksheet examples, write simple stories and illustrate, supply story starters and examples.</p>	<p>Pen and paper tests, oral rapid fire drills, spontaneous conversation quizzes.</p>

CONCEPTS	SKILLS	ESSENTIAL QUESTIONS	SUGGESTED ACTIVITIES	ASSESSMENT
VERB EXPRESSIONS Standard 7.1	Integrate knowledge of verbs into simple verb expressions: Tener + que _____, Voy a + infinitive, other tener expressions: asking and stating age, hay and no hay, construct sentences utilizing "A, B, C verb expressions chart".	Which verbs are conjugated in these expressions? How are they conjugated? What is the translation? When is the infinitive form necessary?	Discuss with the class what types of sentences can be made with these verb expressions. Create unique examples from these picture prompts, have students translate each other's examples, play various games to reinforce material.	Pen and paper tests, student constructed simple stories, oral Q & A.
PRONOUNS Standard 7.1	Verbally express and use the written form of pronouns: yo, tu, el, ella, Ud, nosotros/as, ellos, ellas, Uds. Students will be able to distinguish between familiar and formal forms of you as well as singular and plural forms and the appropriate times to use each form.	What are the vocabulary words we need to express the pronouns: I, you, he, she, it, we and they in Spanish? When is it necessary to use plural vs. singular forms or formal vs. familiar? How do issues of gender factor into pronouns used for groups? (Example: chicos, chicas)	Relate Spanish pronouns to English pronouns. Discuss the similarities, but point out the distinct differences. Many of these differences carry through to other romance languages: French, Italian, Latin, etc. Practice with oral examples in class, follow up with written classwork and review.	Through class assignments, students should be able to demonstrate the ability to translate pronouns and select correct pronouns for certain situations. Written paper and pencil tests will be administered. Smartboard interactive assessment tests and oral drills.

CONCEPTS	SKILLS	ESSENTIAL QUESTIONS	SUGGESTED ACTIVITIES	ASSESSMENT
<p>COGNATES Standard 7.1</p>	<p>Verbally express the definition of and utilize cognates in World Language education. Brainstorm examples: el mapa, la sopa, etc.</p>	<p>What is a cognate? What are false cognates? How can cognates help us remember Spanish vocabulary?</p>	<p>Make a list of Spanish cognates using a Spanish dictionary and other sources such as: Spanish books, newspapers and magazines. Write a list of false cognates.</p>	<p>Class participation, pen and paper tests.</p>
<p>THE IMMIGRANT EXPERIENCE AND QUINCEANERA Standard 7.1</p>	<p>Identify reasons why immigrants may want to move to the USA and the hardships they may endure. Identify the process that is necessary to become a legal citizen, identify the elements of a quinceanera. Compare and contrast the popular concept of sweet 16 in the USA.</p>	<p>Why do immigrants come to America (then and now?) What are some of the challenges that face them? What are the steps to become a legal US citizen? What is a quinceanera and who participates? What are the two major parts of a quinceanera? What types of traditional items are given as gifts?</p>	<p>Discuss the immigrant experience and the term "illegal immigrant". Watch the video "Sweet 15".</p>	<p>Class participation, quiz and tests.</p>