North Caldwell
World Language Curriculum

In alignment with:
2020 New Jersey Student Learning Standards

Board Approval: 8/15/2022

NORTH CALDWELL PUBLIC SCHOOL World Language Curriculum K-6	
MISION	Our mission is to help students develop skills in listening comprehension, oral and written communication to communicate effectively in the target language. In addition, facilitate awareness and appreciation of the contributions of diverse cultures.
VISION	The vision for the World Languages department is to provide opportunities for students to acquire the Spanish language and cultural competencies as necessary skills and knowledge and prepare students for success in our increasingly interconnected and diverse world. An education in world languages fosters a population that: • Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace; • Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication; • Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems; and • Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.
INTERDISCIPLINARY CONNECTIONS	New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders. Individuals who effectively communicate in more than one language, with appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world language education which has global implications, and is connected to people, places and events for the past. The study of world languages focuses on deep understanding of concepts that enable students to think critically and knowledgeably towards other cultures. Students will benefit from this cross-curricular relationship as they learn more about the world through language appreciation.
INTEGRATION OF THE TECHNOLOGY STANDARDS THROUGH NJSLS 8	In this ever-changing digital world where citizenship is being re-imagined, our students must be able to harness the power of technology to live, solve problems and learn in college, on the job and throughout their lives. Technology empowers students with re-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. The power of the technology discretely supports all curricular areas and multiple levels of mastery for all students
INTEGRATION OF 21ST CENTURY SKILLS THROUGH NJSLS 9	Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imagination. Experience with knowledge of the world languages and cultures are essential components of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce.

INTEGRATION OF 21ST CENTURY LIFE AND CAREER SKILLS THROUGH CAREER EDUCATION	N.J.A.C. 6A:8-5 (b) 4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st- century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans. For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success, but also to contribute to the success of our society. They will gain a greater understanding of global economics through comparison of currencies.

DIFFERENTIATION: ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS

For students with IEP and 504: (for students with disabilities, appropriate accomm\odations, instructional adaptations, and or modifications should be determined by the IEP or 504 team)

Modifications for classroom	Modifications for Homework and assignments	Modifications for assessments
• Pair visual prompts with verbal presentations • Ask students to restate information, directions and assignments. • Give repetition and practice exercises • Model skills/techniques to be mastered • Give extended time to complete class work • Provide copy of class notes • Determine if preferential seating would be beneficial • Provide access to a computer • Provides copies of textbook for home • Provide access to books on tape/CD/digital media, as available and appropriate • Assign a peer helper in the class seating • Provide oral reminders and check student work during independent work time • Assist student with long and short term planning of assignments • Encourage student to proofread assignments and tests • Provide regular parent/school communication	• Provide extended time to complete assignments • Break down assignments • Provide the students with clearly stated (written) expectations and grading criteria for assignments.	• Provide extended time on classroom tests and quizzes • Provide alternate setting as needed • Restate, reread and clarify directions/questions • Distribute study guide for classroom tests • Establish procedures for accommodations/modifications for assessments

ASSESSMENTS	RESOURCES
• Written evaluations • Oral expression • Exit ticket/questions • Think, pair, share • Checklist • 4 corners • Group projects and presentations	• Posters, visual aids and props • Online resources (flipgrid, quizlet, duolingo, kahoot, Gimkit,Quizizz Blooket, etc) • Handouts • Duolingo • Educational videos • Movietalk

• Observation of skill development • Use of google classroom apps.	• SMART boards • Videos / DVDs • Educational websites • Language journals and magazines
GOALS	**STANDARDS**
The goal after completing the program, a student will be able to: • Have a basic conversation in Spanish • Explain cultural traditions in Spanish speaking countries • Use Google slides or another tool to present a topic on their grade level.	New Jersey Students Learning Standards for World Language. There are 3 strands of communication: Strand A: Interpretative Strand B: Interpersonal Strand C: Presentational
INSTRUCTIONAL STRATEGIES	**OPPORTUNITIES TO DIFFERENTIATE & ACCOMMODATE**
• Teacher modeling • Student choral responses • Teacher, peer and individual oral language • Visual aids • Lecture and demonstration critiques	• Information provided in smaller increments • Provide preferential seating • Use of special tools and resources • Systematic assessment and feedback • Practical and reinforcement • Specific modifications per student's IEP

KINDERGARTEN

CONCEPTS	SKILLS	ESSENTIAL QUESTIONS	SUGGESTED ACTIVITIES	ASSESSMENT
GREETINGS & FAREWELLS:	Verbally identify and utilize appropriate vocabulary for greetings and expressions of farewell, including; Hola, Buenos Dias, Buenas Tardes, Buenas Noches, Adios, Gracias, De Nada.	• Why is learning how to greet others important in learning Spanish? • When can we use these vocabulary to show politeness? • What are the vocabulary words necessary to communicate greetings and farewells?	• Role play scenarios. • Model the use of Spanish vocabulary in daily classroom situations. • Interactive activities.	Observation, performance based assessments (PBA)
COLORS:	Verbally identify colors in Spanish; rojo, azul, amarillo, verde, negro, blanco, morado,rosa,café gris and anaranjado.	• How can we use colors in Spanish to describe an object?	• Los colores song. • Flashcards • Colors bears game.	Observation of students response, performance based assessments (PBA)

NUMBERS 1-10	Verbally identify, recognize, and accurately pronounce numbers 1-10 in Spanish.	What are the vocabulary words needed to recognize, identify and accurately pronounce in Spanish?	• Count with me Spanish counting song, Bingo, bean bag activity.	Observation of students response, performance based assessments (PBA)
DAYS OF THE WEEK	Verbally identify and read the days of the week in Spanish. Compare the starting day of the week in the Spanish calendar.	• What are the vocabulary words needed to identify and tell accurately the days of the week in Spanish? • Can we differentiate between the Spanish and the English calendar?	• The days of the week song in -Spanish. • Matamosca game • -Review worksheet	Oral assessment: Ask students what day is it? Perform song unassisted.
MONTHS OF THE YEAR	Verbally identify the months of the year in Spanish and tell your birthday month in Spanish.	What are the vocabulary words needed to identify the months of the year in Spanish?	• Class birthday graph. • Months of the year song. • Favorite month writing activity. • unscramble the 12 months of the year and place them in order.	• Observation of students response, performance based assessments (PBA) • Mini role play • Perform the month's song unassisted.
BASIC BODY PARTS	Identify the basic parts of the body following the song ¨head, shoulders, knees, toes, eyes, ears, mouth and nose in the target language.	• Why is knowing the parts of my body ,in any language, is important? • How can knowing the basic body parts help me in Spanish class?	• Simon says • Body parts song in Spanish • Matching exercise/Worksheet	(TPR) Total Physical Response. Teacher observation of students body response when using commands related to Body parts.
FARM ANIMALS	Independently use the vocabulary words to name the animals according to the sound they make. Describe the animals using basic words and/or adjectives. Example: Grande, pequeño and mediano.	• ¿Qué animal hace _____? • Why is being able to describe animals, using basic words, important?	• visuals/Flashcards • Tic tac toe game • Matching game using a poster and labels.	• Students´ participation • Whiteboards (students will draw the animal that the teacher calls)

FIRST GRADE

CONCEPTS	SKILLS	ESSENTIAL QUESTIONS	SUGGESTED ACTIVITIES	ASSESSMENT
NUMBERS 1-20	Verbally identify, recognize, and accurately pronounce numbers 1-20 in Spanish.	What are the vocabulary words needed to recognize, identify and accurately pronounce in Spanish?	Count with me Spanish counting song, Bingo, bean bag activity.	Observation of students response, performance based assessments (PBA)
DAYS OF THE WEEK/ MONTHS OF THE YEAR (review)	Verbally identify and read the days of the week in Spanish. Compare the starting day of the week in the Spanish calendar.	• What are the vocabulary words needed to identify and tell accurately the days of the week in Spanish? • Can we differentiate between the Spanish and the English calendar?	• The days of the week song in -Spanish. • Matamosca game • -Review worksheet	Oral assessment: Ask students what day is it? Perform song unassisted.
ANIMALS (PETS/FARM)	Verbally identify and recall auditorally animals: el perro, el gato, la gallina, el conejo, el gallo, la vaca, el caballo, el cerdo, el mono, el oso, el pajaro, 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.
EMOTIONS	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 sueño.	What are the vocabulary words and actions needed to describe feelings? How are emotions for males different from 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.
WEATHER	Verbally identify and respond to "Que tiempo hace hoy?" with one of several weather expressions:	• What are the vocabulary expressions needed to identify the weather?	Flashcards, color weather worksheet and place into notebook, construct	Observations, performance based assessments (PBA),

	Hace frío, hace calor, hace buen tiempo, hace mal tiempo, está lloviendo, está nevando, hace viento.		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.	and mini role plays.
WRITING THE DATE	Review the date: identify the numbers, the months of the year, the days of the week, the weather, the vocabulary to be able to write the date in a full sentence. Example: Hoy es lunes, el 8 de enero del 2022.	• How do we write the date in spanish? Is it similar to the English version? • Can we abbreviate the year or do we need to say the full year in spanish? • Do we write the first letter capitalize for months or days of the week or both?	• Quizlet vocabulary study sets. • Powerpoint to review the weather • Games on IPAD's	- MIni role play - Templates for the date in spanish. - Whiteboards to practice the date.

SECOND GRADE

CONCEPTS	SKILLS	ESSENTIAL QUESTIONS	SUGGESTED ACTIVITIES	ASSESSMENT
GREETINGS AND USE OF POLITE WORDS.	Exchange basic information using basic greeting vocabulary and basic interacting phrases in Spanish.	• How can I greet others from a Hispanic culture? • What words can i use to show politeness in Spanish,	• Quizlet vocabulary study sets. • Video of greetings and politeness in Spanish. • Mini role play	Observation of students response, performance based assessments (PBA) -Mini role play demonstration.
SHAPES	Verbally identify and read basic shapes: el cuadrado, el triángulo, el rectángulo, la estrella, el círculo, corazón, el óvalo, 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/per	Observation of student response and performance tasks.

			son using shapes and labeling them.	
NUMBERS 1-40	Verbally identify, recognize, and accurately pronounce numbers 1-40 in Spanish.	What are the vocabulary words needed to recognize, identify and accurately pronounce in Spanish?	• Minuto loco activity • Quizlet study sets online • Bingo	-Written assessment -Observations of students' responses and performance tasks.
SCHOOL SUPPLIES	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 escritorio, la pizarra, la tiza, la mesa and la pluma. Describe school supplies colors in the target language.	• How can knowing classroom objects help you in Spanish class? • What are the similarities and differences that may be found between our school and schools in Latin America?	• use TPR orally to identify and accurately pronounce vocab, "Cual Falta" game. • Flashcards, • Color and identify vocabulary activity on a worksheet. • Point to items in the room.	With a partner, students will describe what is needed in a given scenario by the teacher.
USE OF FREQUENCY WORDS	Verbally identify and express basic frequent words such as: I want, I need, I have, I don't have, Can I have? Please and Thank you In the target language.	When and how can I express my needs using frequency words in Spanish class?	• Visuals • Quizlet study sets online • Teacher created worksheets. • Smart Board.	Observations of students' responses and performance tasks.
FAMILY TREE	Introduce, verbally, family members using the appropriate vocabulary and its pronunciation.	What makes my family unique? What are the similarities and differences between my family routine and a typical family in a Hispanic culture? Example: what time school starts and ends? What are some extracurricular activities? When is summer break? Do families usually drive or take a bus to work? What is the role of grandparents in the family?	• Family apple tree mini project. • Quizlet vocabulary study sets.	Observations of students' responses and performance tasks.

THIRD GRADE

CONCEPTS	SKILLS	ESSENTIAL QUESTIONS	SUGGESTED ACTIVITIES	ASSESSMENT
NUMBERS 1-50	• Verbally identify, recognize,	• What are the vocabulary	• Write basic	• Exit

	and accurately pronounce numbers 1-50 in Spanish. • Solve a basic math problem solving in the target language.	words needed to recognize, identify and accurately pronounce in Spanish? • How is knowing numbers in Spanish going to be useful in my classroom and outside my classroom?	numbers 1- 50 in notebook. • Bingo and assorted worksheets.	ticket/Written assessment. • Observations of students' responses and performance tasks.
CALENDAR	• Identify, read and write the date in Spanish (including the day of the week, month and one and two digit day and the year) • Accurately express and write the weather in Spanish.	• What are the similarities and differences between how we write and tell the date in English and in Spanish? • How is knowing the date and weather vocabulary in Spanish going to be useful inside and outside my classroom?	• Write the date and weather in Spanish notebooks as part of the class routine. • Ask/answer questions regarding the weather and the date in the target language at loud. • Teacher created a worksheet. • Visuals in Smart Board • Flashcards on Quizlet Kahoot and/or Blooklet to practice vocabulary words.	• Quizlet online assessment • Observation of students response, performance based assessments (PBA)
SPANISH SPEAKING COUNTRIES FLAGS	• Name and identify the location, spelling and capitals of Spanish speaking places in Central, South America and Europe. • Identify some cultural aspects about the Spanish Speaking Countries (SSC)	• 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?	• 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	• Observations of student response, performance task participation, • Google slide presentation.

			capitals song. • Drag puzzle piece of country to its location on virtual map utilizing digital tools.	
PLACES IN TOWN	Verbally identify and read common places around town: la escuela, la iglesia, el correo, la policía, 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.	• How can knowledge of previously identified nouns help us remember the names of some stores? Which places around town are cognates from English? • What are the vocabulary words we need to describe the places around a typical town?	• Color and identify places on a teacher created worksheet. • Read aloud the book "Oh No, Gotta Go" by Susan Elyas. • Vocabulary practice on Quizlet study sets. • Kahoot games	Observations, performance based assessments (PBA)
LIKES AND DISLIKES	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?	• Where do we put the negation (no) in this type of sentence? How does this differ in English? • How can knowing likes and dislikes help you learn more Spanish?	• Take a poll of the students for likes and dislikes. • Quizlet vocabulary practice. • Teacher created worksheet. • Flipgrid	• Using pictures, students will express their likes/dislikes aloud in Spanish. • Flipgrid recording
PARTS OF THE HOUSE	• Verbally identify and read basic household vocabulary words including the structural parts of a house, as well as rooms in the house. • State and describe the room in the house.	• What are the vocabulary words we need to describe the external parts of the house and rooms? • How are houses´ structures different from Spanish speaking countries´ houses?	• Compare and contrast vocabulary to familiar Spanish and English words. • Identify items in Spanish on worksheet and place into notebook • Quizlet vocabulary practice. • Kahoot game	• Teacher will evaluate a performance task (conversation with partner in the target language) • Partner discussion and interactions

			review.	
FOURTH GRADE				
CONCEPTS	**SKILLS**	**ESSENTIAL QUESTIONS**	**SUGGESTED ACTIVITIES**	**ASSESSMENT**
CLOTHING **CLOTHING CATALOG (PBL)**	Verbally identify and read several clothing items: el sombrero, los pantalones, los calcetines, el sueter, el vestido, los zapatos, la falda, la chaqueta, etc. Distinguish between singular and plural articles and how they can be used to give clues to vocabulary.	• 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?	• Color clothing activities and paste into spanish binder. • Matamosca game • Smartboard activities • Students will find pieces of clothing in magazines to use it for the project.	Students will be working on a PBL " Spanish catalog" project. Students will create a Spanish catalog using images from magazines. Describing prices and type of clothing. They will name their catalog in spanish. Students will be working in groups of 3-4.
ADJECTIVES	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, gris, calvo/a.	• What are the vocabulary words we need to describe people and things? • Where do we place these vocabulary words in sentences? • 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?	Create example sentence fragments 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 "Quien es?" with celebrity pictures. Play a game of "I Spy" describing things around the room and students try to guess the objects being described.	Wordle project Students create a "Wordle" word cloud of twenty adjectives that would describe him or herself.
ALPHABET	Verbally identify and name each letter of the Spanish alphabet: (English alphabet plus ch, ll, n, rr). Describe the sound of each letter.	• How do we describe these letters in the Spanish alphabet? • How are they similar and different to those of the English alphabet? • Why are accent marks and tildas so important to include?	• Play bingo with the spanish alphabet. • Use whiteboards to spell the vocabulary learned in class. • Play the game "dictation"	Students will create a flip grip video to spell their names and some family member's names.
ALL ABOUT ME	Verbally identify, accurately	• What are the vocabulary	• Oral presentation	Student participation in

	pronounce, read, write and incorporate descriptions into simple sentences. Recognize that adjectives in Spanish must agree in gender and number.	words needed to describe oneself? • Which of these vocabulary words are cognates?	in front of class, autobiographical newspaper written project. • Play "Quien Es?" description game.	lessons, observations of tasks and activities, smartboard interactive activities, and projects. Students will be able to work on the project all about me just like they did in first grade but this time in Spanish.
SPANISH SPEAKING COUNTRIES	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.
PREPOSITIONS	Verbally identify, accurately pronounce, read, write and incorporate propositions into small sentences: arriba, abajo, dentro de, fuera de, cerca de, lejos de, delante de, detrás de, sobre, debajo de, encima de. Create contractions when necessary: a + el = al, de + el = del.	• 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	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	Student response, performance task, and role play.

		contractions in English, are these English contractions necessary or optional?	Dia Loco".	

FIFTH GRADE

CONCEPTS	SKILLS	ESSENTIAL QUESTIONS	SUGGESTED ACTIVITIES	ASSESSMENT
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 ____ - Menos cuarto - media Recognize that time expressions are different from time in English. For example, to express minutes after that 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 clocks, 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.	Students participate in lessons, observations of tasks and activities, smartboard interactive activities and projects.
PROFESSIONS	Verbally identify, accurately pronounce, read and write common professions such as: - El actor/la actriz - El maestro/ la maestra - El/la doctor(a) - El/la recepcionista - El/la veterinario(a) - El/la policía y otros.	• 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?	using familiar cognates, try to figure out what the Spanish professions are and complete a worksheet. Take a poll of classes for future professions. Play pictionary, and charades.	Completion of assignments, student observations, and oral assignment.
SPORTS	Verbally identify, accurately pronounce,	• What are the vocabulary	Introduce sports by	Classwork,

	read, write and incorporate into small sentences vocabulary related to sports: el béisbol, el futbol, el futbol americano, el tenis, el baloncesto, el hockey, el voleibol, el patinaje, la natación, el esquí, la gimnasia.	words we need to describe these sports? • Which are cognates? • Do you think they were adopted from English to Spanish or vice versa? • How can these cognates help us remember the Spanish vocabulary words and which sports are popular in Spanish speaking countries?	recording Spanish and English translations into a 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.	participation, observation of student response, written biography of Hispanic athletes and oral presentation.
LEISURE TIME ACTIVITIES	Verbally identify, read, write and incorporate into basic sentences vocabulary related to leisure time activities such as - Leer - Montar en bicicleta - Bailar - Ir de compras - Ir al cine - Ir al centro comercial (mall) - Jugar con amigos - Visitar parientes - Viajar - Mirar la television - Hablar por teléfono - Saltar la cuerda	• What are the vocabulary words we need to describe these leisure time activities? • Utilizes previously learned vocabulary to ask and answer likes and dislikes about these activities. • Which of these activities are popular in Spanish speaking countries? • What are the vocabulary words we need to construct basic sentences utilizing infinitives with gustar? • What is the difference between	Introduce leisure time activities by playing pictionary and charades. Students will pool classmates regarding favorite activities. Students will create a bar graph showing results of the poll.	Classwork, participation, observation of student response.
SUBJECT PRONOUNS	Integrate knowledge of verbs into simple verb espressions: Tener + que ____, Voy a + infinitive, other tener expressions: asking and stating age, hay and no hay, contruct sentences utilizing "A, B, C verb expressions chart".	• 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	Relate Spanish pronouns to English pronouns. Discuss the similarities, but point out the distinct differences. - Play taco tuesday - Bingo - Quizlet, Gimkit activities (multiple choice games)	Through class assignments, students should be able to demonstrate the ability to translate pronouns and select correct pronouns for certain situations. Using the Spanish pronouns and written sentences to

		for groups? (Example: chicos, chicas)		describe family members. Fill in the blank.
SCHOOL ROOMS AND PERSONNEL	Verbally identify, accurately pronounce, read, write and illustrate basic school rooms and personnel: la escuela, la clase, la oficina, la cafetería, el cuarto del baño, el gimnasio, la biblioteca, la clase de: música, computadoras, arte, la oficina, la enfermería. El/la director(a), el/la secretario(a), el/la enfermera(o), el/la maestro(a), el/la estudiante	• 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?	Flashcards, color and identify on worksheet, cut and paste worksheet into spanish notebook, pictionary and charades.	Observations of student response and performance tasks.

SIXTH GRADE

CONCEPTS	SKILLS	ESSENTIAL QUESTIONS	SUGGESTED ACTIVITIES	ASSESSMENT
AR VERB CONJUGATION **Standard 7.1**	Conjugate common regular verbs in the present tense: ayudar, buscar, contestar, ensenar, entrar, mirar, necesitar, pasar, preparar, usar, estudiar, bailar, patinar, nadar, hablar, cantar, trabajar, escuchar.	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?	Introduce each of the words and their English translation, identify endings, practice orally and with teacher created worksheets. Play pictionary and charades, participate in a rapid fire Q & A with	Student observation, participation, orally in class and with written classwork, pen and paper tests, and oral rapid fire drills.
VERB SER AND ESTAR **Standard 7.1**	Explain the meaning of SER and ESTAR. Distinguish between the uses of "to be" (temporary, permanent, location, describing, etc.).	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?	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.	Pen and paper tests, role play scenarios, Smartboard interactive tests.

VERB TENER **Standard 7.1**	Explain meaning and uses of tener: possession, temporary feelings, and age expressions. Match conjugated forms of tener with proper subject pronoun.	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?	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.	Pen and paper tests, oral rapid fire drills, spontaneous conversation quizzes.
JOB INTERVIEW (PBL)	Students will be able to participate in role play. Students will work on the resume first, then in groups of 4, students will practice authentic interview questions in the target language. Students will review previous thematic unit plans such as: Professions (5th grade) All about me (4th grade) Numbers (1st grade to 6th grade) ETC.	• What are the vocabulary words we need to complete this PBL project? • When we go into a interview, do we need a real resume? • How is this real activity so relevant into the real life?	Provide the vocabulary needed for job interview and how to be well prepare to perform a real life scenario. Students will first - work on resume, then start getting familiar with interview questions (pronunciation and practice is the key)	
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. Smartboard interactive assessments tests and oral drills.