

Cliffside Park School District
Spanish Curriculum (Kindergarten to 6th Grade)
August 2018

Curriculum Description:

Spanish is taught one time per week in each Kindergarten through 6th grade classroom. Because of the large population of Spanish speaking students within the school district, Spanish teachers are required to teach to many different ability levels.

Each grade (Kindergarten through 6th) is responsible for teaching each of the following units:

- Introduction to Spanish and Early Conversation
- Describing the Classroom and their Home
- Describing your Friends and Family
- Holidays and Celebrations

Each grade will incorporate vocabulary, grammar, verb tenses, verb conjugations, sentence structure, and pronunciation.

Spanish teachers are responsible for creating lessons, assessments, and benchmarks based on the ability levels of their students. As students move through the elementary school system, they will go deeper into the Spanish language and culture.

Subject: Spanish

Grade: Kindergarten to 6th (Banded)

Unit: 1 (Introduction to Spanish and Early Conversation)

Student Learning Objectives

- Students will know how to introduce themselves, recognize basic introductory phrases, weather related phrases, the date and the day of the week, numbers up to 30 and how to tell time.
- Students will be able to comprehend written and spoken dialogue related to meeting and greeting someone, exchanging pleasantries, the weather, inquiring about the time, day and date and parting phrases.
- They will be able to apply their learned knowledge by conversing in role play scenarios.

Enduring Understandings

- Students will understand how to greet someone, how to introduce themselves and ask and respond to routine questions.
- They will be able to ask/answer questions about the time and the weather and express the day and date.
- It is desired that students feel comfortable with routine, repetitive phrases that are easily recognized without significant delay or thought. It is predicted that students will confuse questions and responses without significant repetition, time and practice.
- Continued review and re-visiting of these themes in subsequent lessons should strengthen and improve understanding and ability.

Essential Questions

- How do Spanish speakers make initial conversation?
- How do we express the time in Spanish?
- How do we count and use numbers in Spanish?
- How do we express the weather in Spanish?
- How do we express the day and date in Spanish?

Materials

- Pens/Pencils/Colored Markers/Crayons
- Worksheets
- Notebooks/Folders
- SmartBoard

Standards

By the end of 6th grade, all students will have met the following Novice-Mid Standards as per New Jersey Department of Education website.

Interpretive Mode:

7.1.NM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

- 7.1.NM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

- 7.1.NM.C.1: Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5: Name and label tangible cultural products and imitate cultural practices from the target culture(s)

21st Century

- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology

- 8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- 8.1.8.A.3 Create a multimedia presentation including sound and images.
- 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

- Unit 1--All About Me
- Unit 2--School Days
- Unit 3--Home, Sweet, Home
- Unit 4--Food, Glorious Food
- Unit 5--Celebrations!
- Unit 6--Migratory Animals
- Unit 7--Going Green

Assessments

- Discussion with peers
- Pronunciation
- Projects/Rubrics
- Students' portfolios
- Google Classroom
- Peer evaluation/Rubrics
- Language assessments
- Oral assessments
- Google Docs, Google Slides, Google Sheets
- Current event websites
- Class Discussion
- Question/ Answer
- Illustrate and produce on given topic
- Matching icons and symbols to corresponding pictures
- Identify and label

Formative Assessments:

- **Kindergarten**
 - Takes anecdotal notes of the students. Tracing the days of the week from hard copy ditto from the smartboard.
 - Teacher provides model for question answer period. Provides prompts for student responses in Spanish. Example: How old are you? What is your favorite number?
- **Grade 1**
 - Takes anecdotal notes of the students. Students will write on post-it what day of the week is today and use an exit ticket in Spanish.
 - Students use dry erase boards to write basic Spanish greetings. They also use the board to play various foreign language games such as "Hands up" and "Guess that number".
- **Grade 2**
 - Takes anecdotal notes of the students. Students repeat written introductory phrases (Me llamo etc). vocabulary for pronunciation and conversational vocabulary or phrases. Students work independently on using dittos with word banks to translate these phrases.
 - Teacher creates introductory dialogue. Students create individually then are paired and are then asked to engage with a partner.
- **Grade 3**
 - Takes anecdotal notes of the students. Brief vocabulary assessment on weather. Students will match weather expressions to pictures.
 - Students create their own Spanish weather dialogue.
 - Students create a chart to write weather expressions for each season.
- **Grade 4**
 - Takes anecdotal notes of the students. Students will fill in the blank on the weather-related expressions.

- Students can do basic math problems with numbers (addition/subtraction).
- Students use a web graph to describe the forecast.
- **Grade 5**
 - Takes anecdotal notes of the students. Teacher will do a dictation. Weather expression will be
 - dictated in English. Students to translate in writing.
 - Students will be able to say what time their classes start and end in Spanish.
 - Create a chart to monitor at what time students have meals.
- **Grade 6**
 - Takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are speaking.
 - Students will expand introductory dialogue to encompass vocabulary.
 - Venn Diagram comparing seasons and weather.

Summative Assessments:

- **Kindergarten**
 - Students will create a portfolio of completed drawings and products related to their study of Spanish.
- **Grade 1**
 - Students will create a portfolio of completed drawings and products related to their study of Spanish.
- **Grade 2**
 - Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.
- **Grade 3**
 - Teacher made vocabulary quizzes
 - Unit assessments
 - District benchmark assessments
- **Grade 4**
 - Teacher made vocabulary quizzes
 - Unit assessments
 - District benchmark assessments
- **Grade 5**
 - Teacher made vocabulary quizzes
 - Unit assessments
 - District benchmark assessments
- **Grade 6**

- Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.
- Teacher made vocabulary quizzes
- Unit assessments
- District benchmark assessments

Benchmark Assessments:

- **Kindergarten**
 - Common Formative Assessment
- **Grade 1**
 - Common Formative Assessment
- **Grade 2**
 - Common Formative Assessment
- **Grade 3**
 - Common Formative Assessment
- **Grade 4**
 - Common Formative Assessment
- **Grade 5**
 - Common Formative Assessment
- **Grade 6**
 - Common Formative Assessment

Resources

- Pearson ¡Buen viaje! Spanish Program
- Video presentations.
- Smart board presentations.
- Worksheets.
- Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.).
- Puzzles and games.

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments

- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> • Stories from “Lecturas para Hispanohablantes” • Amplify learning by providing more challenging texts • Allow G & T students to complete author studies on specific writers during this time period • Create Google Slide presentation on pertinent topics from within the unit • Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> • Card game: “99”. • Bingo: Time/weather expressions/days of week/months of year. • Role-play scenarios: students meet, greet ask/respond to time & weather questions. • Allow for peer to peer collaboration within the classroom • Assign an English speaking mentor to help student with language difficulties • Have ELL teacher assist in appropriate modifications and 	<ul style="list-style-type: none"> • Card game: “99”. • Bingo: Time/weather expressions/days of week/months of year. • Role-play scenarios: students meet, greet ask/respond to time & weather questions. • Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports • Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) • Text to speech • Students will be provided with graphic organizers • Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting • Students will not be penalized for spelling and grammar errors • Teachers will meet with collaborative teacher to discuss individual modifications for each student • Teacher will pair a native speaker to a 504 student to provide assistance.

	<p>accommodations for all assessments</p> <ul style="list-style-type: none">• Use information from the WIDA testing to help facilitate individualized assessments for ELL students• Allow student access to native dictionary to help with the understanding of vocabulary within the unit• Student may create a Google Slide presentation and explain information in their native language	
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Subject: Spanish
Grade: Kindergarten to 6th (Banded)
Unit: 2 (Describing the Classroom and Their Home)

Student Learning Objectives

- Students will know the Spanish alphabet, what items are in the classroom, colors and various other adjectives.

- They will understand the use of gender of Spanish nouns and rules governing the use of adjectives.
- Students will be able to recite the Spanish alphabet and begin to develop their pronunciation.
- They will be able to recognize and describe items in the classroom and begin to apply basic Spanish grammar rules in describing people and things.

Enduring Understandings

- Students will be able to recite the alphabet, spell their name, identify and describe classroom objects by their size & color and begin to use other descriptive adjectives to describe people and things.
- It is desired that students begin to pronounce letters and words correctly, and comfortably respond to questions and commands in the classroom without significant delay or thought.
- It is predicted that students will have difficulty with pronunciation and some initial grammatical lessons.
- Repetitive discussions, activities and subtle corrections should assist in improving these areas.

Essential Questions

- What are the letters of the Spanish alphabet and how are they pronounced?
- What are the objects in the classroom and how can we describe them?
- What are Spanish adjectives and how do we use them?
- What do we state the colors in Spanish?
- How do nouns reflect gender in Spanish?

Materials

- Pens/Pencils/Colored Markers/Crayons
- Worksheets
- Notebooks/Folders
- SmartBoard

Standards

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Presentational Mode:

7.1.NM.C.1: Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

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21st Century

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

Technology

8.1.8.A.2 Plan and create a simple database, define fields, input data and produce a report using sort and query.

8.1.8.A.3 Create a multimedia presentation including sound and images.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

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Assessments

- Discussion with peers
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- Current event websites
- Class Discussion
- Question/ Answer
- Illustrate and produce on given topic
- Matching icons and symbols to corresponding pictures
- Identify and label

Formative Assessments:

Formative Assessments:

- **Kindergarten**
 - Repetition: Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they sing along to "Los Colores" song on SmartBoard.
 - Visual : Teacher observes and/or takes anecdotal notes of the students matching vocabulary words of classroom objects to corresponding pictures.
- **Grade 1**
 - Visual :Teacher observes and/or takes anecdotal notes as students identify pictures or flashcards to indicate colores in Spanish.

- Tactile:Teacher will observe and/or take anecdotal notes and ask students to point to the image or picture that represents the classroom object. They will draw an illustration for each object.
- **Grade 2**
 - Teacher will observe and/or take anecdotal notes as student orally identify and describe 6 or more classroom objects using color words.
 - Teacher will observe and/or take anecdotal notes. Students will utilize wordbank found in Adjectives worksheet to label pictures.
- **Grade 3**
 - Teacher will observe and/or take anecdotal notes.Students will create color labels and place them around the classroom. They will also identify light and dark shades of colors.
 - Teacher will observe and/or take anecdotal notes. Students will review unit vocabulary on adjectives by playing adjective bingo.
- **Grade 4**
 - Teacher will observe and/or take anecdotal notes. Following a teacher led lesson on vocabulary Students will work in small groups to create post-it note labels for household objects.
- **Grade 5**
 - Teacher will observe and/or take anecdotal notes. Students change six singular nouns into plural nouns using worksheet provided.
 - Teacher will give an oral spelling quiz with provided vocabulary.
- **Grade 6**
 - Teacher will observe and/or take anecdotal notes. Students will work in pairs to add male, female, or plural articles to words.
 - Students will match plural and a singular articles and pronouns on provided quiz.

Summative Assessments:

- **Kindergarten**
 - Students will create a portfolio of completed drawings and products related to their study of Spanish.
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 - Unit assessments
 - District benchmark assessments
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Benchmark Assessments:

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Resources

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- Smart board presentations.
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- Puzzles and games.

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
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	<p>student with language difficulties</p> <ul style="list-style-type: none"> ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	<ul style="list-style-type: none"> ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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Subject: Spanish
Grade: Kindergarten to 6th (Banded)
Unit: 3 (Describing Your Family and Friends)

Student Learning Objectives

- Students will know how to describe people and things.
- They will know how to describe people physically and by their personality and characteristics.
- They will understand how to use adjectives grammatically.
- Students will be able to describe people according to their hair/eye color and other physical characteristics.
- They will be able to describe their personal characteristics using adjectives.

Enduring Understandings

- Students will be able to describe a person's hair and eye color.
- They will be able to describe them according to physical distinctions and personality characteristics.
- It is desired that students be able to understand Spanish gender and number rules and how they affect the use of adjectives.
- It is predicted that students will have difficulty with grammatical differences between Spanish and English in areas such as adjective placement and agreement.

Essential Questions

- What are the parts of the body and how do we describe them with colors and other adjectives?
- What is "adjective agreement" and what are its implications and applications in Spanish grammatical structures.
- How do we use the verb "tener" to express what someone "has"?
- How do we use the verb "ser" to describe people and things?

Materials

- Pens/Pencils/Colored Markers/Crayons
- Worksheets
- Notebooks/Folders
- SmartBoard

Standards

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7.1.NM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5: Name and label tangible cultural products and imitate cultural practices from the target culture(s)

21st Century

CRP1. Act as a responsible and contributing citizen and employee.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.2 Plan and create a simple database, define fields, input data and produce a report using sort and query.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

Unit 1--All About Me

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Assessments

- Discussion with peers
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- Projects/Rubrics
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- Question/ Answer
- Illustrate and produce on given topic
- Matching icons and symbols to corresponding pictures
- Identify and label

Formative Assessments:

- **Kindergarten**
 - Takes anecdotal notes of the students. Tracing feeling expressions to hard copy from the smartboard.
 - Students to draw a portrait of their family and present to class.

- **Grade 1**
 - Takes anecdotal notes of the students. Use interactive song “Cinco Calabazas” to practice additional feelings.
 - Students to draw a family portrait and label using family vocabulary.
- **Grade 2**
 - Takes anecdotal notes of the students. Students will cut out a list of adjectives and paste in interactive notebook and choose 5 to describe themselves.
 - Takes anecdotal notes of the students. Students work in groups 2 to identify six family members using flashcards.
- **Grade 3**
 - Takes anecdotal notes of the students. Students will examine a chart with and sentence fragments and translate utterances from English to Spanish.
 - Takes anecdotal notes of the students. Orally describe characteristics of a friend in the class.
- **Grade 4**
 - Takes anecdotal notes of the students. Students will learn extended family vocabulary from smartboard into interactive notebook.
 - Takes anecdotal notes of the students. Students will construct family tree using construction paper and then labeling it with either traditional/extended family vocabulary.
- **Grade 5**
 - Takes anecdotal notes of the students. Students use youtube video on Smart Board to learn gender rules while taking notes in notebook.
 - Takes anecdotal notes of the students. Students use gender rules to identify extended family members on provided worksheet.
- **Grade 6**
 - Takes anecdotal notes of the students. Students will learn the verb tener to use in tener expressions. Teacher will motion an expression and students will use white-boards to respond.
 - Takes anecdotal notes of the students. The verb ser will be introduced and when it should be implemented. Teacher will write a sentence on the board. Students will write in the correct form and give the reason why the verb is used. Notes into interactive notebook.

Summative Assessments:

- **Kindergarten**
 - Students will create a portfolio of completed drawings and products related to their study of Spanish.
- **Grade 1**
 - Students will create a portfolio of completed drawings and products related to their study of Spanish.
- **Grade 2**

- Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.
- **Grade 3**
 - Teacher made vocabulary quizzes
 - Unit assessments
 - District benchmark assessments
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- Create joint assessments with Social Studies Department when content presents itself

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Stories from “Lecturas para Hispanohablantes” ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers during this time period 	<ul style="list-style-type: none"> ● Teacher Discovery video: “Body Parts” ● Rock & Learn Video segments: “Who Am I?” & “The Body” ● Draw “Monsters” according to given number of body parts. Present to class. 	<ul style="list-style-type: none"> ● Teacher Discovery video: “Body Parts” ● Rock & Learn Video segments: “Who Am I?” & “The Body” ● Draw “Monsters” according to given number of body parts. Present to class. ● Bingo: Descriptive adjectives/body parts ● Daily opening/closing translation activity. ● Concentration game: parts of the body/descriptive adjectives

<ul style="list-style-type: none"> • Create Google Slide presentation on pertinent topics from within the unit • Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> • Bingo: Descriptive adjectives/body parts • Daily opening/closing translation activity. • Concentration game: parts of the body/descriptive adjectives • Worksheet activities: Compare the animals/describe the basketball players by physical characteristics • Flyswatter game • Allow for peer to peer collaboration within the classroom • Assign an English speaking mentor to help student with language difficulties • Have ELL teacher assist in appropriate modifications and accommodations 	<ul style="list-style-type: none"> • Worksheet activities: Compare the animals/describe the basketball players by physical characteristics • Flyswatter game • Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports • Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) • Text to speech • Students will be provided with graphic organizers • Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting • Students will not be penalized for spelling and grammar errors • Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	<p>for all assessments</p> <ul style="list-style-type: none"> ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	
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Subject: Spanish
Grade: Kindergarten to 6th (Banded)
Unit: 4 (Holidays and Celebrations)

Student Learning Objectives

- Students will know about the significance of the Mexican holidays, “Cinco de mayo” and “Day of the Dead”.
- They will become familiar with many food terms in Spanish, including many typical Mexican dishes.
- Students will be able to explain the origins and significance of these 2 Mexican holidays.

- They will be able to appreciate another culture and their beliefs and talk about the importance of their holidays and customs.

Enduring Understandings

- Students will understand what “Day of the Dead” is , its significance and how it is celebrated.
- Students will understand what “Cinco de mayo” is and how it is celebrated in Mexico and the U.S.
- Students will know about some typical Mexican foods served during these special occasions.
- It is predicted that students will have difficulty understanding and appreciating another country’s culture and customs so different from our own.

Essential Questions

- What is the “Day of the Dead” and how is it celebrated in Mexico?
- How is “Cinco de mayo” celebrated in Mexico and in the U.S.?
- What is the origin of “Cinco de mayo”?
- What are some similarities/differences between Day of the Dead and Halloween?

Materials:

- Pens/Pencils/Colored Markers/Crayons
- Worksheets
- Notebooks/Folders
- SmartBoard

Standards

By the end of 6th grade, all students will have met the following Novice-Mid Standards as per New Jersey Department of Education website.

Interpretive Mode:

7.1.NM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

7.1.NM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

7.1.NM.C.1: Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5: Name and label tangible cultural products and imitate cultural practices from the target culture(s)

Concepts and Skills

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

- Discussion with peers
- Pronunciation
- Projects/Rubrics
- Students' portfolios
- Google Classroom
- Peer evaluation/Rubrics

- Language assessments
- Oral assessments
- Google Docs, Google Slides, Google Sheets
- Current event websites
- Class Discussion
- Question/ Answer
- Illustrate and produce on given topic
- Matching icons and symbols to corresponding pictures
- Identify and label

Formative Assessments:

- **Kindergarten**
 - Takes anecdotal notes of the students. Tracing Hispanic food vocabulary to hard copy from the smartboard.
 - Comprehension checks on food themed text.

- **Grade 1**
 - Takes anecdotal notes of the students. Students learn Hispanic Heritage dance through cultural songs.
 - Takes anecdotal notes of the students. Students create picture flashcards on hispanic holiday food.

- **Grade 2**
 - Takes anecdotal notes of the students. Students listen to Dia De Los Muertos text and work independently on created Mexican skeletons using construction paper.
 - Takes anecdotal notes of the students. Students learn holiday vocabulary through powerpoint presentation. Students work independently on creating holiday cards using vocabulary to create a message.

- **Grade 3**
 - Takes anecdotal notes of the students. Students watch short film on Dia de los Muertos and respond to oral questions.
 - Takes anecdotal notes of the students. Students use powerpoint presentation to compare and contrast foods typically consumed on Hispanic holidays.

- **Grade 4**
 - Takes anecdotal notes of the students. True/False question answer sheet to complement the film "Families of Mexico".
 - Dia de los Muertos/Halloween compare and contrast Venn diagram.

- **Grade 5**
 - Takes anecdotal notes of the students. KWL chart to begin Discussion and complement the film "Families of Guatemala."
 - Reading comprehension on Christmas traditions in Spain. Students use VENN diagram to compare and contrast.

- **Grade 6**
 - Takes anecdotal notes of the students. Students watch Day of Dead youtube video on how day of the dead is celebrated in Mexico. Students
 - then create a Venn Diagram to compare/contrast day of the dead to
 - Halloween.
 - Students learn the significance of Cinco de Mayo through reading
 - comprehension and film interviews. Exit ticket (post it) - explain one fact about Cinco de Mayo.

Summative Assessments:

- **Kindergarten**
 - Students will create a portfolio of completed drawings and products related to their study of Spanish.

- **Grade 1**
 - Students will create a portfolio of completed drawings and products related to their study of Spanish.

- **Grade 2**
 - Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.

- **Grade 3**
 - Teacher made vocabulary quizzes
 - Unit assessments
 - District benchmark assessments

- **Grade 4**
 - Teacher made vocabulary quizzes
 - Unit assessments
 - District benchmark assessments

- **Grade 5**
 - Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.
 - Teacher made vocabulary quizzes
 - Unit assessments
 - District benchmark assessments

- **Grade 6**
 - Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary.
 - Students will create a portfolio of completed drawings and products related to their study of Spanish.
 - Teacher made vocabulary quizzes

- Unit assessments
- District benchmark assessments

Benchmark Assessments:

- **Kindergarten**
 - Common Formative Assessment
- **Grade 1**
 - Common Formative Assessment
- **Grade 2**
 - Common Formative Assessment
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- **Grade 3**
 - Common Formative Assessment
- **Grade 4**
 - Common Formative Assessment
- **Grade 5**
 - Common Formative Assessment
- **Grade 6**
 - Common Formative Assessment

Resources

- Pearson ¡Buen viaje! Spanish Program
- Video presentations.
- Smart board presentations.
- Worksheets.
- Internet based flashcard/vocabulary practice sites (Quizlet, Kahoot, Spanish-Dict, etc.).
- Puzzles and games.

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

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