



Curriculum for Spanish for Daily Use Mendham Township Middle School

Unit 1 – Bienvenidos al Español !

Summary: In Unit 1 the students will be introduced to the Spanish language first by learning the alphabet, basic pronunciation, and greetings and farewells and the numbers from 1-100. They will also be learning the vocabulary to describe themselves and others. In addition, they will be introduced to the appropriate weather expressions for daily use. Students will maintain a classroom calendar that identifies the date and the current weather.

The students will identify with popular cultural holidays as they arise in certain Spanish speaking countries through various interactive activities.

Outcomes Unit 1

- Students will be able to recite the Spanish alphabet and will be able to recite the numbers 1-100.
- Students will be able to greet and introduce themselves and friends to others using short sentences, learned words and phrases.
- Students will be able to describe themselves and others physically and describe personality traits in short sentences.
- Students will be able to communicate simple sentences about the month, date and current weather

Summative Assessment

New Jersey Standards for the Novice level

1. Interpretive mode-

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**
- Demonstrate comprehension of simple oral directions, commands and requests through appropriate physical response. **7.1.A.2.**
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.3.**

- Identify familiar people, places and objects based on oral and /or simple written descriptions. **7.1.A.4.**
- Comprehend short conversations and brief written messages on familiar topics **7.1.A.5.**
- Connect the learning of the target language to information studied in other core content areas **7.1.A.7.**
- Grade level appropriate math concepts (e.g., use of numbers to count) **7.1.A.4.**
- Recognition of key vocabulary words. **7.1.A.1.**

2. *Interpersonal mode-*

- Use digital tools to exchange basic information on topics related to self and targeted themes. **7.1.B.1**
- Give and follow a series of oral directions, commands, and requests for participating in age appropriate classroom and cultural activities. **7.1.B.2.**
- Exchange information using words, phrase and short sentences practiced in class on familiar topics studied in other content areas. **7.1.B.5.**
- Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions. **7.1.B.3.**

3. *Presentational Mode-*

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1.**
- Imitate, recite and/or dramatize simple poetry, rhymes, songs and skits. **7.1.C.2.**
- Copy, write words, phrases, or simple guided texts on familiar topics e.g., calendar/weather: color/shape/size of objects, comparing and contrasting living and non living things. **7.1.C.3\4.**
- Name and label tangible products and imitate practices from the target culture. **7.1.C.5.**
- Grade level appropriate visual and performing arts activities (e.g., song, dance, and drama of the target culture) **7.1.C.2.**
- Grade level appropriate social studies activities (e.g., participation in culturally authentic experiences such as preparing and eating meals and snacks, playing authentic games, holiday celebrations,) **7.1.C.4.**

Unit 2 La Escuela

Summary: Unit 2 introduces the students to the vocabulary of school that encourages them to talk about their personal likes and dislikes in basic terms (e.g., school subjects, foods, sports and other activities). They also learn vocabulary that pertains to school schedules, school supplies and classroom objects. Through the use of educational websites the students will get a peek at school schedules in Spanish speaking countries and will compare and contrast them to those in the USA.

Outcomes Unit 2:

- Students will be able to answer simple questions and say where they live and where they go to school
- Describe their daily school schedule.
- Students will be able to compare and contrast their school schedule with the schedule of a student in a Spanish speaking country and create their ideal schedule
- Students will be able to identify and name the objects in the classroom and objects needed for school
- Students will be able to communicate their likes and dislikes regarding different types of foods, school subjects, sports and write about them in short and simple sentences.

Summative Assessment

New Jersey Standards for the Novice level

1. Interpretive mode-

- Using electronic information / culturally authentic, recognize familiar words / phrases / main ideas – spoken or written. **7.1.A.1**
- Demonstrate comprehension of simple oral directions, commands and requests through appropriate physical response. **7.1.A.2.**
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.3.**
- Identify familiar people, places and objects based on oral and /or simple written descriptions. **7.1.A.3.**
- Comprehend brief oral exchanges on familiar topics. **7.1.A.5.**

- Connect the learning of the target language to information studied in other core content areas. **7.1.A.7.**
- Listen to simple passages from age appropriate, culturally authentic selections for enjoyment and information: Recognition of key words and main idea. **7.1.A.1.**

2. *Interpersonal mode-*

- Use digital tools to exchange basic information on topics related to self and targeted themes. **7.1.B.1**
- Give and follow a series of oral directions, commands, and requests for participating in age appropriate classroom and cultural activities. **7.1.B.2.**
- Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions. **7.1.B.3.**
- Ask and respond to simple questions make requests and express preferences using memorized words and phrases. **7.1.B.5.**
- Exchange information using words, phrase and short sentences practiced in class on familiar topics studied in other content areas. **7.1.B.5.**

3. *Presentational Mode-*

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1.**
- Imitate, recite and/or dramatize simple poetry, rhymes, songs and skits. **7.1.C.2.**
- Copy, write words, phrases, or simple guided texts on familiar topics e.g., calendar/time: color/shape/size of objects, comparing and contrasting living and non living things. **7.1.C.3**
- Present orally or in writing information from age appropriate, culturally authentic selections e.g., teacher directed shared writing activities, illustrating stories, or drawing and labeling pictures, charts and diagrams: · Grade level appropriate language arts literacy activities (e.g., contributing to teacher-directed shared writing activities; illustrating stories, or drawing and labeling pictures, charts, or diagrams) **7.1.C.4.**
- Present orally or in writing information from age-appropriate, culturally authentic selections. **7.1.C.4.**
- Name and label tangible products and imitate practices from the target culture. **7.1.C.5.**

Unit 3 El tiempo, las estaciones del año y la ropa

Summary: Unit 3 introduces the students to the vocabulary of the weather and the seasons. Students will learn how to talk about the weather and describe and compare and contrast the seasons and the activities related to the seasons. The subject of clothing will also be introduced since it pertains to weather and seasons. Students will be using the website: <http://www.elcorteingles.es/> a famous Spanish department store, to complete various classroom activities.

Outcomes Unit 3

- Students will be able to talk and write simple sentences about the weather, the months and the seasons of the year.
- Students will be able to describe and write about their activities during the Spring, Summer, Fall and Winter.
- Students will be able to identify and describe clothing in the context of the seasons.
- Students will be able to name the items of clothing that are worn during the different seasons and for different activities.

Summative Assessment

New Jersey Standards for the Novice level

Interpretive Mode

- Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response. **7.1.A.2.**
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. **7.1.A.3.**
- Identify familiar people, places, and objects based on oral and/or simple written descriptions: **7.1.A.4.**

- Comprehend brief oral exchanges on familiar topics: Grade level appropriate science topics (e.g., weather and seasons) **7.1.A.5.**
- Connect the learning of the target language to information studied in other core content areas: Grade level appropriate mathematics concepts (e.g., use of numbers to count, measure, label, or locate) **7.1.A.5.**

2. Interpersonal Mode

- Use digital tools to exchange basic information on topics related to self and targeted themes. **7.1.B.1**
- Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. **7.1.B.2.**
- Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions. **7.2.B.2.**
- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas: Grade level appropriate mathematics concepts (e.g., numerical operations: addition/subtraction of 2-digit numbers; counting and performing simple computations with coins). **7.1.B.4.**

3. Presentational Mode

- Create a multi-media-rich presentation using basic target language words and sentences. (shared virtually) **7.1.C.1.**
- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. **7.1.C.2.**
- Copy/write words, phrases, or simple guided texts on familiar topics: Grade level appropriate mathematics concepts (e.g., calendar/time; color/shape/size of objects) **7.1.C.3.**
- Present orally or in writing information from age-appropriate, culturally authentic selections: Grade level appropriate language arts literacy activities (e.g., contributing to teacher-directed shared writing activities; illustrating stories, or drawing and labeling pictures, charts, or diagrams) **7.1.C.4.**
- Name and label tangible products and imitate practices from the target culture. **7.2.C.2.**

Unit 4 La Cultura de España y México

Summary: Unit 4 will introduce students to geography and food of Spain and Mexico. The students will also learn about various mannerisms and gestures practiced in those countries. Supplementary materials will be added as needed to enhance student learning and understanding.

Outcomes Unit 4

- Students will be able to identify Spain and Mexico with their capitals and their type of weather.
- Students will be able to name and identify the location of the oceans, lakes, mountains and rivers in Spain and Mexico.
- Students will be able to describe, compare and contrast and write simple sentences about the different regions of Spain and Mexico including climate.
- Students will be able to name fruits and vegetables and describe them and compare and contrast them in terms of size, texture and color.
- Students will be able to name and describe the fruits and vegetables that they like or dislike.
- Students will be able to compare and contrast the mannerisms and gestures of people from Spain and Mexico to those of Americans.

Summative Assessment

New Jersey Standards for the Novice level

1. *Interpretive mode-*

- Compare daily practices of people in the target culture(s). **7.1.A.2.**
- Identify basic geographic features and some common land marks in countries where the target language is spoken. **7.1.A.3.**
- Identify aspects of culture **7.1.A.4.**
- Identify distinctive cultural products of the target culture(s). **7.1.A.5.**

2. *Interpersonal mode-*

- Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and daily classroom interactions **7.1.B.2.**
- Participate in a variety of oral and/or written activities after listening to age appropriate, culturally authentic selections. **7.1.B.3.**

3. *Presentational Mode-*

- Reproduce a variety of tangible products typical of the target culture(s). **7.1.C.3.**
- Identify and reproduce expressive products typical of the target culture(s). **7.1.C.3.**
- Participate in age-appropriate activities related to special events celebrated in the target culture(s). **7.1.C.3.**