NORTH CALDWELL PUBLIC SCHOOLS

Grade 3 Spanish

Spanish instruction in Grade 3 is aligned with the New Jersey World Languages Core Curriculum Content Standards, 7.1 Communication and 7.2 Culture. Spanish instruction provides students with an exposure to thematically organized vocabulary, simple grammar structures, and culture that serve as the foundation for more rigorous formal instruction at the middle school level. Spanish lessons afford students an opportunity to acquire confidence in speaking Spanish, expand their Spanish and English vocabularies, and gain knowledge about people, places and important events in the Hispanic world. Lessons develop students' language skills in a recursive manner as they provide cumulative reinforcement of previously introduced material.

Spanish instruction uses the *Rosetta Stone* software as the primary curriculum resource. Supplemental materials include stories, legends, folktales, poetry, songs and workbook activities. Weekly instruction is implemented by classroom teachers in the computer lab with students progressing through the *Rosetta Stone* software at different rates depending on the time needed to achieve mastery of each individual lesson. Students acquire Spanish in a natural way as they link images to utterances and use voices recognition software to practice pronunciation and provide responses. Designated units are identified for each grade level to permit the spiraling and reinforcement of skills leading to proficiency. By the end of grade 5, students will have acquired the basic vocabulary and idioms to discuss daily events, ask and respond to simple questions, greet people and describe persons and things. The curriculum aims to engage students in authentic communication while developing their appreciation of different cultural practices and products.

Instruction reinforces language concepts in creative and dynamic ways that support ongoing language acquisition and a respect for diverse cultural practices. Use of *Rosetta Stone* software is supplemented with classroom activities including teacher-created games, puzzles and role plays, as well as sharing of stories and legends. Students develop basic writing skills through workbook exercises and simple note taking that strengthen their ability to synthesize language and apply it in contexts.

Grade 3 Spanish Curriculum

Essential Question: How does one communicate in a language other than English?

NJCCS for World Languages:
7.1   All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines and compare the language/culture studied with their own.
7.2   All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

Instructional Framework:
- Teacher-led preview and introductory discussion of the concepts and format of the lesson using the *Rosetta Stone* software 5-8 minutes
- Independent work on computers, 22-25 minutes
- Follow-up activities in the classroom

Objectives/Learner Outcomes	Standard(s)	Content/Structures	Instructional Resources	Instructional Strategies/Extensions
SWBAT navigate the Rosetta Stone software.	8.1.4A3 8.1.4.A9	Familiarity with: -Screen types and icons -Microphone use -Unit design -Self –Pacing	*Rosetta Stone* User Materials	Software Demonstration and management system

Objectives/Learner Outcomes	Standard(s)	Content/Structures	Instructional Resources	Instructional Strategies/Extensions
SWBAT comprehend basic vocabulary, simple sentences, greetings, and farewells.	7.1.A 7.1.B	Given a prompt: • Describe people and daily activities. • Ask and respond to simple questions using previously introduced words and phrases • Apply subject/verb agreement	*Rosetta Stone* Level 1,Unit 1: Lesson 1a, 1b • Teacher's Guide • Supplementary Activities • Photo cards • Student workbook of reproducible masters	• Create labels identifying classroom objects in Spanish • Illustrate key vocabulary in a personal notebook • initiate daily greetings and farewells (Buenos dias, Buenas tardes, ?Como estas?/Hasta luego, adios) • Responses: (Muy bien, gracias) • Recognize correct punctuation
SWBAT comprehend and participate in oral exchange concerning everyday items.	7.1.A 7.1.B 7.2.A 7.2.B	Given a prompt: • Identify foods, animals, objects, actions • Form simple questions • Use pronouns "ellos" (masculine) and	*Rosetta Stone* Level 1, Unit 1: Lesson 2a, 2b Review: Lesson 2c	• Explore recipes • Role play authentic scenarios using real objects • Reinforce calendar terms during morning routine

		"ellas" (feminine) correctly		

Objectives/Learner Outcomes	Standard(s)	Content/Structures	Instructional Resources	Instructional Strategies/Extensions
SWBAT identify colors and sizes SWBAT identify common professions.	7.1.A 7.1.B 7.2.A 7.2.B	Given a prompt: • Use descriptive adjectives with nouns • Identify community professionals: policeman, doctor, teacher, etc. • Engage in simple conversation	*Rosetta Stone* Level 1, Unit 1: Lesson 3a,3b,3c	• Simple question and answer activity (RS Teacher's Guide p. 24) • Create collage(s) using new vocabulary words • Role play • Vocabulary Bingo • Describing Art Activity (RS Teacher's Guide p.26)
SWBAT identify numbers 1-6, articles of clothing, and household objects.	7.1.A 7.1.B	Given a prompt: • Identify, quantify and compare articles of clothing • Describe school supplies and classroom objects	*Rosetta Stone* Level 1, Unit 1:Lesson 4a,4b,4c	• Graphing activities where students identify data concerning clothing, classroom objects • "Simon Says…" (Simon dice…) • "Show me…" (Muestrame..)

				• Matching activity using question and answer cards (RS Teacher's Guide p.25)
SWBAT practice key skills learned in previous lessons and apply new language knowledge in real life situations.	7.1.A 7.1.B	• Previously introduced vocabulary and structure	*Rosetta Stone* Level 1, Unit 1: Lesson 5 Milestone (software only)	• Scripted activity (RS Teacher's Guide p.39) • Additional teacher-led activities available as "Lesson 5" in RS Teacher's Guide

Assessment of student learning is accomplished through teacher observation and ongoing assessment embed within the software.

Student Text Resource: *Rosetta Stone* software
Approved by the North Caldwell Board of Education:

NORTH CALDWELL PUBLIC SCHOOLS

Grade 4 Spanish

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Instruction reinforces language concepts in creative and dynamic ways that support ongoing language acquisition and a respect for diverse cultural practices. Use of *Rosetta Stone* software is supplemented with classroom activities including teacher-created games, puzzles and role plays, as well as sharing of stories and legends. Students develop basic writing skills through workbook exercises and simple note taking that strengthen their ability to synthesize language and apply it in contexts.

Grade 4 Spanish Curriculum

Essential Question: How does one communicate in a language other than English?

NJCCS for World Languages:
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7.2   All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

Instructional Framework:
- Teacher-led preview and introductory discussion of the concepts and format of the lesson using the *Rosetta Stone* software 5-8 minutes
- Independent work on computers, 22-25 minutes
- Follow-up activities in the classroom

Objectives/Learner Outcomes	Standard(s)	Content/Structures	Instructional Resources	Instructional Strategies/Extensions
SWBAT navigate the Rosetta Stone software.	8.1.4A3 8.1.4.A9	Familiarity with: -Screen types and icons -Microphone use -Unit design -Self –Pacing	*Rosetta Stone* User Materials	Software Demonstration and management system

Objectives/Learner Outcomes	Standard(s)	Content/Structures	Instructional Resources	Instructional Strategies/Extensions
SWBAT express family relationships orally and in writing. SWBAT express age using numbers ranging from 7 to 12. SWBAT identify and use possessive pronouns.	7.1.A 7.1.B 7.1.C 7.2.A	• Family relationships • Compound subjects • Tener____anos. (Yo tengo___anos./Mi padre (madre) tiene___anos. (being able to express age) • Counting 1-50	*Rosetta Stone* Level 1Unit2: Lessons 1a,1b,1c *Rosetta Stone* lesson photo cards Teacher's Guide & Student Workbook	• Create labels identifying classroom objects in Spanish. • Family Tree/Heritage History • Cultural differences in countries and living quarters (ie.,multi-generational families vs. nuclear families/urban vs. suburban) • "Who's Who" (RS Teacher's Guidep.49) • Identify members in family photos
SWBAT comprehend and use vocabulary related to a house and household chores. SWBAT discuss location and ownership of household items.	7.1.A 7.1.B 7.1.C.	• Question words (que, donde, cuantos, quien, etc.) • Prepositions (sobre, debajo, en)	*Rosetta Stone* Level 1 Unit2: Lessons 2a,2b,2c,2d	• Role play activities with household items. • Draw a floor plan labeling and measuring spaces. • Describe room

				furnishings.
SWBAT greet others related to social interactions.	7.1.A 7.1.B 7.1.C 7.1.A 7.2.A 7.2.B	• Self description • Statement of origin • Geography • Daily Routines • Community landmarks	*Rosetta Stone* Level 1 Unit 2: Lessons 3a,3b,3c,3d	• Using polite (usted) and informal (tu) style
SWBAT identify and describe clothing in relation to self and others. SWBAT to describe physical conditions/attributes.	7.1.A 7.1.B 7.1.C 7.2.A 7.2.B	• Personal pronouns • Descriptive adjectives • Clothing vocabulary & verb "ser" • Verbs	*Rosetta Stone* Level 1 Unit 2: Lessons 4a, 4b	• Research weather in different Spanish speaking countries and what people wear. • Classify clothing by who wears it. • Graph clothing worn to class. • Make a collage with labeling. • Show pictures of different feelings.
SWBAT to engage in simple dialogue with others.	7.1.A 7.1.B 7.1.C	• Asking and answering questions	*Rosetta Stone* Level 1 Unit 2: Lessons 4c,4d	• Performing skits and written dialogues between two family members focusing on "small talk"
SWBAT practice key skills learned and apply new language knowledge in real-	7.1.A 7.1.B 7.2.A	• Application of previously introduced	*Rosetta Stone* Level 1 Unit 2: Lesson 5 Milestone	• Additional teacher-led activities available as "Lesson

life situations.	7.2.B	vocabulary and structure.	(software only)	5″ in RS Teacher's Guide

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Approved by the North Caldwell Board of Education:

NORTH CALDWELL PUBLIC SCHOOLS

Grade 5 Spanish

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Grade 5 Spanish Curriculum

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Objectives/Learner Outcomes	Standard(s)	Content/Structures	Instructional Resources	Instructional Strategies/Extensions
SWBAT navigate the Rosetta Stone software.	8.1.4A3 8.1.4.A9	Familiarity with: -Screen types and icons -Microphone use -Unit design -Self –Pacing	*Rosetta Stone* User Materials	Software Demonstration and management system

Objectives/Learner Outcomes	Standard(s)	Content/Structures	Instructional Resources	Instructional Strategies/Extensions
SWBAT describe daily-life activities completed at different times of the day.	7.1.A 7.1.B	• Locations and times of day • When, but, before, and after • Time-of-day greetings	*Rosetta Stone* Level 1, Unit 3: Lesson 1a,1b,1c *Rosetta Stone* Photo Cards	• Create labels identifying classroom objects in Spanish • *RS* Level 1 Unit 3: journal activity 1d • Role –play greetings • Connect classroom schedule to new Spanish expressions • Illustrate favorite season in journal
SWBAT use calendar terms to describe dates, months, days of the week, and seasons. SWBAT engage in polite conversations.	7.1.A 7.1.B	• Calendar terms • Polite expressions (please, thank you, you're welcome)	*RS* Level 1, Unit 3: Lesson 2a,2b,2c Review: Lesson 2d	• Reinforce terms using classroom calendar • "Spinning" activity RS Teacher's Guide p.104 • "Acting Out Actions" activity RS Teacher's Guide p.106 • Scripted Conversation activities RS Teacher's Guide

				p.110 & 139
SWBAT identify numbers 0-69 and use them in sentences.	7.1.A 7.1.B	• Counting 51-100	*RS* Level 1 Unit 3: Lesson 3a,3b,3c	• Number Bingo • Cultural activity RS Teacher's Guide p.123
SWBAT describe people, animals, and objects based on their physical characteristics. SWBAT express why and because, discriminating between the two terms. SWBAT identify body parts and clothing. SWBAT describe daily grooming habits using lavar and cepillar. SWBAT compare a typical day in the United States with a typical day in a Latin America country.	7.1.A 7.1.B 7.2.A	• Descriptive adjectives • Understand the distinction between porque and por que. • Vocabulary terms for body parts • Present progressive forms: Me estoy lavando Me estoy cepillando • Research Latin American country	*RS* Level 1 Unit 3: Lesson 4a,4b,4c Review: Lesson 4d Internet Resources: WorldBook Online Library books	• Graphic organizer/chart of morning routines and phrases • "My Morning Routine" journal activity RS Teacher's Guide p. 136 (# sentences) • Label a skeleton's body parts • "Simon Says…" (Simon dice…) • "Touch.." (Toca+body part…) • Draw self-portrait and label • Photocards • Venn diagram presented in partnerships
SWBAT discuss travel by asking for information and following directions.	7.1.A 7.1.B	• Travel vocabulary, including important places within the	*RS* Level 2 Unit 1:Lessons 1a	• Lesson 1d is a Writing Activity • Role play asking for

		community and means of transportation. • Numbers to 100 • Airport and train vocabulary • The verb "trabajar" (to work) • Weather expressions • Telling time • "detras de," (behind) "al lado de," (beside) "delante de" (in front of) "a la derecha" (to the right of), "a la izquierda" (to the left of)	*RS* Level 2 Unit 1: Lesson 1c *RS* Level 2 Unit 1: Lesson 1b	directions to certain destinations • List six places that they go to in town (i.e. library, ice cream shop, post office, Starbucks, etc.) • Label a map identifying important places in Ridgewood • Ask where objects are in the classroom
SWBAT describe locations, travel itineraries, and modes of transportation. SWBAT identify spatial relationships.	7.1.A 7.1.B 7.1.A 7.1.B			
SWBAT recognize and use ordinal numbers.	7.1.A 7.1.B	• Knowledge of ordinal numbers (used to order things; 1st, 2nd etc.)	*RS* Level 2 Unit 1:Lessons 2a	• Line students up and have them notice where they are in line. (I am first, I am second, etc.) • Write a 4 digit number on the board. Students take turns answering what the first digit, second,

				and so on is.