



VOORHEES TOWNSHIP
PUBLIC SCHOOLS

VOORHEES, NEW JERSEY 08043

World Language

Curriculum Guide

First through Eighth Grade

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INTRODUCTION

This curriculum guide has been compiled to provide the teaching staff direction, guidance, and other pertinent information for the teaching of world language in the Voorhees Township Public Schools. World Language objectives were selected in a sequential framework to ensure that the appropriate skill and concept presentation is in a logical, systematic order. The World Language program currently encompasses the instruction of Spanish in grades one through five and Spanish and French in grades six through eight. This program attempts to provide for every aspect of language instruction. The World Language objectives, as presented in the Voorhees Township Public Schools, have been correlated with the NJ Student Learning Standards for World Language

The program emphasizes language that is used in real-life situations, which the student is most likely to encounter. Through the instruction of a foreign language, students will develop sensitivity to the cultural and linguistic heritage of others and become aware of how these differences affect their own culture. This knowledge of culture, as well as the development of listening, speaking, reading, and writing skills will be fostered as students progress from an introduction to culture/geography, an exploratory exposure to basic vocabulary in seventh and eighth grade, and optimally, the completion of a Level I course in eighth grade.

In the elementary schools, students are exposed to Spanish through the interactive *Español para ti* program beginning in first grade and continuing through grade five. In the middle school, incoming sixth grade students will be exposed to culture/geography course of study in Spanish and French for one marking period. After this course in sixth grade, students will experience basic vocabulary in Spanish and French in seventh grade. They will continue an expanded course of study in these areas in the eighth grade. In the eighth grade, exploratory level, the ability of a student to communicate his/her thoughts is stressed above grammatical exactness. The students enrolled in the Level I courses,

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however, will be expected to hone their linguistic skills and the accuracy of grammatical concepts is expected to increase. Students will develop proficiency in all skills: listening, reading, speaking, and writing. The mastery of these skills will aid students in expressing themselves with ease and confidence in their chosen language.

STATEMENT OF PURPOSE

The knowledge of a foreign language and of the culture that surrounds it opens a gateway to develop understanding of and an appreciation for the people of different cultures. The study of a foreign language plays an essential role in the intellectual development and continuing enrichment of the individual. Voorhees Township Public Schools have chosen to introduce Spanish in the elementary schools, and French and Spanish in the middle school. Each incoming sixth grade student will be introduced to the program by studying both Spanish and French Cultures. Students in seventh grade will continue to pursue the study of Spanish and French, to the extent that their abilities permit. Students in eighth grade will continue to study either Spanish or French, as per their choice at the end of seventh grade. However, students who have demonstrated an aptitude for learning a language in the sixth and seventh grades will have the opportunity to qualify for Spanish I or French I in eighth grade. Recognizing individual differences and learning patterns, the World Language Program will provide a rewarding experience for each student. Through the instruction of a foreign language, students will develop sensitivity to the cultural and linguistic heritage of others and become aware of how these differences influence their own culture.

CURRICULUM ADAPTABILITY & MODIFICATIONS

The World Language course of instruction shall be modified for Academic Enrichment, Special Education, ESL, Bilingual, and Basic Skills students through varying techniques, strategies, materials, etc. to meet the needs of all students. These strategies and techniques will include, but not be limited to the following:

- Instructional modification based on IEP's, ISIP's, 504 Plans, etc.
- Providing extra time for assignments, projects, tests, and quizzes
- Segmenting assignments into smaller sections to work on in short time periods
- Provide breaks between assignments so students can refocus on tasks
- Carry out every day routines consistently
- Develop a reward system for good behavior, completing work on time and class participation
- Use visual and auditory reminders from one activity to the next
- Extend the breadth and depth of the content
- Designing lesson plans that can be modified to fit each student
- Rewriting assignments, tests, and quizzes at different learning levels
- Develop a system for easy and comprehensive data collection to help monitor lessons and inform practice
- Provide opportunities for cooperative learning
- Created differentiated learning centers focused on remediation and enrichment
- Provide small group instruction

EVALUATION

The World Language program will employ a variety of methods and materials in the assessment of a student's achievement. These assessments are a critical component in the learning process and can be used as indicators of student progress.

The Culture course provides assessments such as listening/repeating games and cultural projects to be given during instruction. These assessments will be administered to students independently as well as in small and large group situations.

The Exploratory course for both languages will employ similar evaluations to measure academic performance. The Level I course in both languages will expand assessments to include oral and written quizzes/tests. The complexity of both oral and written skills will expand as the student's command of the language increases. A mastery of 80% of the objectives is expected.

To provide a variety of assessments in the middle school world language program, various strategies will be employed. Large and small group instruction with a focus on interdependence will be a key to successful language instruction. These World Language courses can be modified (based on recommendations specified in 504 plans and IEP's) to meet the needs of all students including Special Education, ESL, Basic Skills, and Gifted Education.

TEXTS/RESOURCES

To implement the instruction of world languages, the following texts/resources have been selected and approved by the Board of Education:

First through Fifth Grade Program:

Español para ti, SRA/McGraw-Hill, © 2005, Levels 1 - 3

Grade 6 Program:

Exploring Spanish (2nd edition revised), EMC/Paradigm Publishing, Saint Paul, MN ©2002

Exploring French (2nd edition revised), EMC/Paradigm Publishing, Saint Paul, MN ©2002

Grade 7 Program:

Exploring Spanish (2nd edition revised), EMC/Paradigm Publishing, Saint Paul, MN ©2002

Exploring French (2nd edition revised), EMC/Paradigm Publishing, Saint Paul, MN ©2002

Grade 8 Program:

Spanish is Fun, Amsco School Publishing, Inc., New York, New York ©1991

French is Fun, Amsco School Publishing, Inc., New York, New York ©1991

Exprésate!, Level I (Spanish), Holt, Rinehart and Winston Publishing, Austin, TX ©2006

iQuè chèvever!, Level I, EMC Publishing, St. Paul, MN ©2016

C'est À Toi, Level I (French), EMC/Paradigm Publishing, Saint Paul, MN ©1998

D'Accord!, Level I (French), Vista Higher Learning, Boston, MA ©2011

Supplemental Resources:

1. Student Workbooks
2. Correlating Unit Tests and Quiz guide
3. Compact Discs

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4. Flashcards
5. Overhead Transparencies
6. Videos/DVD
7. Internet Website(s)

INTERDISCIPLINARY CONNECTIONS and 21ST CENTURY LEARNING

Interdisciplinary connections and 21st century learning themes and skills are embedded throughout all content area curriculum guides. Through their daily instruction, teachers relate each content area to other areas so that students experience interdisciplinary relationships and apply them to their learning. Content connections are created among traditionally discrete disciplines such as mathematics, the sciences, social studies/history, English language arts., health and physical education, world language and the related arts. In addition, to encourage 21st century learning, the district instructional focus is on four critical areas: creativity/imagination; critical thinking; problem solving; and communication/collaboration, all of which are essential to prepare students for the future. The district ardently promotes the use of technology, by both students and teachers, to effectively put into practice the aforementioned instructional methods.

Standard 7.1 World Languages

- All students will be able to use a world language in addition to English to:
 - ✓ Engage in meaningful conversation;
 - ✓ Understand and interpret spoken written language; and
 - ✓ Present information, concepts, and ideas while also gaining an understanding of the perspectives of other cultures
- Through language study, they will:
 - ✓ Make connections with other content areas;
 - ✓ Compare the language and culture studied with their own; and
 - ✓ Participate in home and global communities

Three Strands of Communication

- **Strand A. Interpretive Mode** - Students demonstrate an understanding of spoken and written communication within appropriate cultural contexts
- Examples of the "one way" reading or listening include cultural interpretations of:
 - ✓ Printed texts
 - ✓ Videos
 - ✓ Online texts
 - ✓ Movies
 - ✓ Radio and TV broadcasts
 - ✓ Speeches
- **Strand B. Interpersonal Mode** - Students engage in direct oral and written communication with others.
- Examples of the "two way" communication include:
 - ✓ Conversing face-to-face
 - ✓ Participating in online discussions or videoconferences
 - ✓ Exchanging personal letters or email
 - ✓ Instant messaging, text messaging, facetime/skype

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- **Strand C. Presentational Mode** - Students present information (orally or in writing) concepts and ideas to an audience of listeners/readers with whom there is no immediate interaction.
- Examples of the "one-to-many" communication include:
 - ✓ Presentation to a group
 - ✓ Posting an online video or webpage
 - ✓ Creating and posting a podcast or video-cast/vlog
 - ✓ Writing and posting an article for a newspaper/blog

Español Para ti - Level I
Grades 1 - 3

Language/Communication Objectives
NJ Student Learning Standard 7.1NM

1. Understand that a male teacher is called **maestro** and a female teacher is called **maestra**
2. Correctly pronounce the rolled [r]
3. Understand that **Hola** means *Hello*
4. Respond to the greetings **Buenos días** (*Good Morning*) and **¿Cómo estás tú?** (*How are you?*)
5. Respond to the command **Muéstrame** _____ (*Show me* _____)
6. Sing along with the song "**Buenos días a ti**" (*Good Morning to You*)
7. Respond to the question **¿Cómo te llamas?** (*What is your name?*)
8. Respond to the question **¿Cómo se llama?** (*What is his/her name?*)
9. Notice that **buenos** and **buenas**, both meaning *good*, have different endings
10. Respond to the question **¿Quién es?** (*Who is it?*)
11. Match the correct pictures to the words **maestra** (*female teacher*), **maestro** (*male teacher*), and **calendario** (*calendar*)
12. Respond to the command **Toca** _____ (*Touch* _____)
13. Continue learning vocabulary for "**El salón de clase**" (*The classroom*)
14. Count from 1 to 5
15. Respond to the command **Tráeme** _____ (*Bring me* _____)
16. Match the correct numerals to the words for numbers 1 - 10
17. Match Spanish words for numbers 1 to 10 with Number Cards
18. Recognize that the endings **-ita** and **-ito** indicate that someone or something is small and special
19. Associate new vocabulary with appropriate objects
20. Understand the commands **Anda** (*Walk*) and **Salta** (*Jump*)
21. Understand the declining value of numbers 10 to 1
22. Show ability to count 1 to 10 objects
23. Show understanding of new vocabulary by responding to commands
24. Associate new vocabulary with appropriate objects
25. Associate new vocabulary with appropriate objects
26. Show understanding of new vocabulary by responding to commands

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27. Associate new vocabulary with appropriate feelings
28. Associate new classroom vocabulary with appropriate objects
29. Respond to the questions **¿Cómo se llama?** (*What is your name?*) and **¿Cómo se llama?** (*What is his/her name?*)
30. Correctly pronounce the names of the hand puppet characters
31. Point out the classroom objects on the poster "**El salón de clase**" when cued by the Spanish words
32. Express various feelings when asked **¿Cómo estás tú?** (*How are you?*)
33. Correctly say the numbers 1 to 10
34. Learn the first three days of the week in Spanish
35. Begin learning names of colors in Spanish
36. Recognize new color names
37. Recognize arithmetic statements expressed in Spanish
38. Respond to commands associated with the names of colors
39. Sort objects by color and name of colors
40. Learn the names of the last four days of the week
41. Recognize new color names
42. Match names of numbers with their symbols
43. Relate spoken numbers to corresponding numbers of objects
44. Recognize numbers 11 to 14 in Spanish
45. Recognize that adding one results in a number that is one higher
46. Respond to the command **Dame** _____ (*Give me* _____)
47. Recognize the numbers 15 to 20 in Spanish
48. Comprehend a story about the colors of flowers in a garden
49. Recognize various ways of expressing the same numerical value
50. Recognize the days of the week and colors used in the story "**El jardín de Dora**" (*"Dora's Garden"*)
51. Recognize Spanish words naming some parts of the body
52. Learn new words for parts of the body
53. Learn new words for parts of the body
54. Recognize new words that name animals
55. Recognize new words for animals
56. Understand that **perritos** are *little dogs* and **gatitos** are *little cats*
57. Recognize words naming articles of clothing
58. Understand and respond to the question **¿Quién tiene?** (*Who has it?*)
59. Recognize some expressions of physical feelings

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60. Recognize the animal names and sounds in a new song
61. Learn to express fear
62. Learn more expressions for feelings
63. Learn expressions related to age
64. Learn the numbers 21 to 30
65. Understand a story, using known vocabulary and clues from illustrations
66. Show understanding of the expressions for feelings
67. Use the numbers 21 to 30 in a game
68. Use the expressions for feelings as a reply to **¿Cómo estás tú?** (*How are you?*)
69. Play a game that names objects in the classroom
70. Follow directions that use vocabulary for the classroom
71. Play a game with the numbers 21 to 30
72. Learn vocabulary for food\
73. Learn vocabulary for members of the family
74. Learn more vocabulary related to the family and use the terms in questions and answers
75. Learn the possessives **mi** (*my*) and **tu** (*your*)
76. Learn some weather expressions
77. Point out similarities between expressions for feelings and weather expressions
78. Learn and practice additional weather expressions
79. Answer questions relating to weather and feelings
80. Use appropriate feeling expressions in response to expressions about the weather
81. Realize how much they have learned by reviewing many topics
82. Have a sustained discussion in Spanish by reviewing many topics
83. Understand the expressions **Hay siete días en la semana** (*There are seven days in a week*), and be able to say what the days are
84. Understand the importance of knowing a second language
85. Remember the number **treinta** (*thirty*)
86. Listen to the story "**¿Dónde está la familia de Rosco?**" (*Where is Rosco's Family?*)
87. Learn vocabulary for clothing
88. Integrate vocabulary for clothing
89. Integrate vocabulary for clothing and colors
90. Use commands with vocabulary for clothing
91. Learn more vocabulary for clothing
92. Learn the number 31

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93. Practice the numbers 31 to 40
94. Preview the story of "**La familia Pérez**" (*"The Pérez Family"*)
95. Understand longer sentences, combined with **y** (*and*) **cuando** (*when*)
96. Listen to a story about **la familia Pérez** (*the Pérez family*)
97. Learn some forms of the Spanish verb for *to go*
98. Understand a way that people learn foreign languages
99. Talk about what one is wearing
100. Use **mi** (*my*) and **tu** (*your*) in singing a song
101. Count by tens to 40
102. Learn the numbers 41 to 50
103. Discuss words that sound similar in English and Spanish and have approximately the same meaning
104. Understand the advantage of learning a new language early in life
105. Learn the months of the year
106. Combine numbers with months in singing a song
107. Integrate expressions for weather and feelings
108. Listen to the story "**En la clase de español**" (*"In Spanish Class"*)
109. Ask questions about age and month of birth
110. Understand more of the story "**El jardín de Dora**" (*"Dora's Garden"*)
111. Listen to the story "**¿Dónde está la familia de Rosco?**" (*"Where is Rosco's Family?"*)
112. Sing a new song, called "**Adiós a ustedes**" (*"good-bye to You"*)
113. Demonstrate the ability to use vocabulary for numbers, colors, and parts of the body
114. Listen to a new story: "**El cumpleaños de Rosco**" (*"Rosco's Birthday"*)
115. Understand sustained conversation in Spanish about birthday celebrations and ages

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Español Para ti - Level I

Grades 1 - 3

Culture Objectives

NJ Student Learning Standard 7.1NM

1. Recognize that Spanish and English are different languages
2. Understand that Spanish is spoken in 20 countries
3. Recognize that names in Spanish-speaking countries are different from names in English-speaking countries
4. Sing along with "**Buenas tardes a ti**" (*"Good Afternoon to You"*)
5. Observe that friends in Spanish-speaking countries usually greet each other by kissing each other on both cheeks
6. Recognize that many people from other countries who live in the United States speak more than one language
7. Sing "The Finger Play Song"
8. Explore the usage of **tú** (familiar you) and **usted** (formal you)
9. Recognize that **tú** is used with young people and pets and **usted** is used with adults
10. Listen to the song "**Uno, dos, tres, niños**" (*"One, Two, Three Little Children"*)
11. Sing along with "**Uno, dos, tres, niños**" (*"One, Two, Three Little Children"*)
12. Recall that **tú** is used with children and usted with adults
13. Practice singing "The Finger Play Song"
14. Recall that different greetings are appropriate at different times of the day
15. Practice singing "**Uno, dos, tres niños**" (*"One, Two, Three Little Children"*)
16. Sing along with "**Buenas noches a ti**" (*Good Evening to You*)
17. Sing "**Buenas tardes a ti**" (*"Good Afternoon to You"*) and "The Finger Play Song"
18. Become aware of the way in which people in Spanish-speaking countries wave good-bye
19. Understand that in some Spanish-speaking countries the number 7 is written with a short line through it
20. Understand the hand gesture that can accompany the expression **Así, así**
21. Understand that the calendar used in Spanish-speaking countries is different from the calendar used in English-speaking countries
22. Understand that a **sombrero** is a large hat worn by mariachi musicians
23. Sing the "Calendar Rap"

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24. Review that Spanish calendars begin with **lunes** (Monday) and end with **domingo** (Sunday)
25. Review the gesture Spanish speakers use when saying **Así, así** (*So-so*)
26. Sing along with "**Buenos días a usted**" (*Good Morning to You*)
27. Recall that on calendars in Spanish-speaking countries the week begins on Monday and ends on Sunday
28. Recognize that each country has a different flag
29. Recall the greeting appropriate to the time of day one is using it
30. Recall that Spanish calendars begin with *Monday* (**lunes**) and end with *Sunday* (**domingo**)
31. Remind students to make the appropriate hand gesture when saying how they feel
32. Sing along with "**Fray Felipe**" (*Friar Phillip*)
33. Sing along with "**Manos, dedos, piernas, pies**" (*Hands, Fingers, Legs, and Feet*)
34. Recognize that the sounds of animals are represented differently in Spanish and in English
35. Learn that the sound the rooster makes in Spanish is different from the sound it makes in English
36. Sing "**Uno, dos, tres burritos**" (*One, Two, Three Little Donkeys*)
37. Remember that animal sounds are expressed differently in Spanish and in English
38. Remember that animal sounds are different from one language to another
39. Listen to the song "**Vengan a ver mi rancho**" (*Come See My Ranch*)
40. Sing along with the song "**Uno, dos, tres burritos**" (*One, Two, Three Little Donkeys*)
41. Compare ways of celebrating birthdays in Spanish-speaking countries and the United States
42. Sing "**Vengan a ver mi rancho**" (*Come See My Ranch*)
43. Listen to a Spanish children's story, "**Los tres cerditos**" (*The Three Little Pigs*)
44. Sing a new song about the parts of the body: "**Ojos, orejas, boca, nariz**" (*Eyes, Ears, Mouth, Nose*)
45. Sing "The Finger Play Song" using the greeting "**Buenas noches**"
46. Sing a song about the days of the week and food
47. Understand that Spanish-speaking people often live together in extended families
48. Sing "**El picnic**" (*The Picnic*)
49. Use **tú** (familiar *you*) and **usted** (formal *you*) appropriately
50. Learn when to use the titles **señor** (*Mr.*), **señora** (*Mrs.*), and **doña**, *don* (titles of respect)

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51. Review the appropriate use of **tú** and **usted**
52. Sing variations of "**Buenos días**" ("*Good Morning*")
53. Sing a new verse of "**Vengan a ver mi rancho**" ("*Come See My Ranch*")
54. Learn about the importance of family in Hispanic culture
55. Talk about the need to protect animals and the environment
56. Explain how Mr. Hale learned a second language
57. Remember the usage of the titles of respect---don, doña
58. Sing a new song: "**Vamos a contar**" ("*Let's Count*")
59. Meet a new friend
60. Learn that people in other parts of the world may dress differently
61. Understand that women greet each other in Spanish-speaking countries with a kiss on both cheeks
62. Listen as people are introduced to one another in Spanish
63. Learn that seasons vary based on geographical location
64. Sing a new song: "**La ropa**" ("*Clothing*")
65. Demonstrate the correct use of **tú** and **usted**
66. Show how women in Spanish-speaking countries say good-bye
67. Sing a new song: "**Uno de enero**" ("*January First*")
68. Learn about the celebration of San Fermín in Spain
69. Understand that there are twelve months in a year, which generally have different kinds of weather
70. Compare ways of celebrating birthdays
71. See how Spanish-speaking women who are friends or relatives greet each other
72. Learn the purpose of celebrating birthdays
73. Remember the birthday customs of Spanish-speaking people
74. Learn a Spanish song to sing on birthdays

Español Para ti - Level II
Grades 2 - 4

Language/Communication Objectives
NJ Student Learning Standard 7.1NM

1. Practice the opening conversation
2. Practice classroom vocabulary
3. Practice saying **Buenos días** (*Good morning*)
4. Practice the singular and plural for some classroom objects
5. Count from 1 to 6
6. Answer questions about some colors
7. Play a game using classroom objects
8. Play games using vocabulary for classroom objects
9. Respond to **Anda** (*Walk*) and **Toca** _____ (*Touch*_____)
10. Identify classroom objects on "**El salon de clase**" (*The classroom*) poster
11. Recognize that **Tengo** means *I have*
12. Practice additional expressions for feelings
13. Respond to the command **Muéstrame** _____ (*Show me* _____)
14. Recognize that **Necesito** means *I need*
15. Sing "**Buenos días a ti**" (*Good Morning to You*), "**Buenas tardes a ti**" (*Good Afternoon to You*), "**Buenas noches a ti**" (*Good Evening to You*)
16. Practice the months January through July in Spanish
17. Practice the months August through December
18. Play games using the months of the year
19. Understand sustained conversation in Spanish about activities at a school
20. Sing the "Finger Play Song"
21. Count from 1 to 20
22. Practice eight weather expressions
23. Sing the "Months Rap"
24. Recognize appropriate weather expressions for specific months
25. Use number clues to name months according to their calendar order
26. Recognize that **Dame** means *Give me*
27. Practice the names of the days of the week
28. Answer the question **¿Cuándo es tu cumpleaños?** (*When is your birthday?*) with the month of birth

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29. Sing "**Adiós a ti**" (*Good-bye to You*)
30. Ask and answer questions about birthdays
31. Ask and answer questions about age
32. Practice vocabulary related to places in the school
33. Learn a new way of saying good-bye
34. Sing "**Uno, dos, tres, niños**" (*One, Two, Three Little Children*)
35. Practice the numbers 10, 20, 30, 40, 50
36. Practice the numbers 21-30
37. Ask and answer questions about names
38. Practice names for five colors
39. Respond appropriately to the commands **siéntate** (*sit down*) and **párate** (*stand up*)
40. Answer the question **¿Cuál es la fecha?** (*What is the date?*)
41. Ask and answer the question **¿Qué día es?** (*What day is it?*)
42. Answer the question **¿Qué tiempo hace?** (*What's the weather like?*)
43. Understand the meaning of **pon** (*put*)
44. Understand the meaning of **colorea** (*color*)
45. Practice vocabulary for places in the school
46. Answer questions about what to wear in different weather conditions
47. Understand suggestions to go to different places in a school
48. Respond to visual cues to answer questions on many subjects
49. Practice vocabulary for clothing
50. Answer questions about colors to identify clothing
51. Listen to sustained conversation about clothing
52. Practice vocabulary for clothing
53. Use colors to identify clothing
54. Practice vocabulary for the seasons
55. Practice additional vocabulary for clothing
56. Name weather expressions that match seasons
57. Use **necesito** (*I need*) to answer questions
58. Learn to say **Lo siento** (*I'm sorry*) when someone isn't feeling well
59. Name individual numbers between 10 and 50
60. Identify similarities and differences in the sounds for the names of English and Spanish numbers to 50
61. Learn vocabulary for school personnel
62. Practice vocabulary for school personnel
63. Understand sustained conversation in Spanish about the work of school personnel

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64. Match appropriate expressions containing **tener** with pictures showing weather
65. Associate items of clothing with the weather
66. Respond to questions about the calendar
67. Understand that **rápido** means quickly and **despacio** means slowly
68. Learn vocabulary for animals
69. Understand sustained conversation about several different animals
70. Learn expressions for feelings
71. Understand sustained conversation about animal habitats
72. Associate expressions with **tener** with visual clues
73. Understand sustained conversation about dolphins
74. Learn new expressions for feelings
75. Learn new vocabulary for numbers 60, 70, 80, 90, 100
76. Learn the name of a new animal friend
77. Learn new vocabulary for numbers
78. Understand that **Busca** means *Search for*
79. Respond to visual cues to answer questions about the weather
80. Learn to pronounce vowel sounds in Spanish
81. Recognize vowel sounds in words
82. Respond to visual cues to answer questions about the weather
83. Show comprehension of **rápido** (*quickly*) and **despacio** (*slowly*) by performing actions appropriately
84. Learn a new game reinforcing vowel sounds
85. Learn new vocabulary relating to the telephone
86. Learn new vocabulary relating to the home
87. Understand sustained conversation about the home
88. Recognize vowel sounds in words
89. Respond to visual cues to answer questions about the seasons and weather
90. Learn new conversational phrases
91. Understand sustained conversation about the home
92. Learn vocabulary for family members
93. Learn vocabulary relating to transportation
94. Understand conversational statements about transportation
95. Associate vocabulary for transportation with appropriate visuals
96. Understand conversational statements about transportation
97. Pantomime vowel sounds
98. Learn a new phrase relating to transportation

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99. Listen to a story about transportation
100. Complete sentences relating to forms of transportation
101. Understand conversational statements about transportation
102. Associate new vocabulary with parts of the face and body
103. Understand that **dale** means *give him/her*
104. Learn jungles reinforcing vowel sounds and ways to express
105. Learn vocabulary relating to street safety
106. Learn vocabulary relating to the face and body
107. Learn a new rule for street safety
108. Learn new vocabulary relating to street safety
109. Name vowel sounds I spoken words
110. Understand positive and negative commands
111. Understand **busca** (*look for, search for*) in combination with vocabulary for transportation
112. Learn new vocabulary for destinations in the community
113. Understand connected sentences about the beach
114. Understand that the command **Cuenta** means *Count*
115. Learn vocabulary relating to travel
116. Understand connected sentences about travel to destinations in the community
117. Learn new vocabulary and constructions based on sports and other activities
118. Understand vocabulary and constructions based on destinations combined with sports and other activities
119. Understand a story
120. Learn new vocabulary for activities
121. Discuss the story "**Un día feliz con Antonito**" ("*A Happy Day with Antonito*")
122. Integrate vocabulary and constructions relating to destinations, transportation, and activities
123. Understand consecutive sentences about animals
124. Understand consecutive sentences about life situations, such as shopping and taking a trip

Español Para ti - Level II

Grades 2 - 4

Culture Objectives

NJ Student Learning Standard 7.1NM

1. Understand that many teachers in Spanish-speaking countries wear smocks
2. Sing a new song, "**Español para ti**" ("*Spanish Is for You, and Me*")
3. Describe or use the Spanish method for waving farewell
4. Sing along with "**Español para ti**" ("*Spanish Is for You, and Me*")
5. Say **Adiós** (*Good-bye*) or **Hasta luego** (*See you later*) as a farewell
6. Use the Spanish hand wave when saying farewell
7. Use appropriate greetings for different times of the day
8. Sing "**Uno de enero**" ("*January First*")
9. Associate holidays with the months in which they occur
10. Understand that seasons are reversed in most of South America
11. Learn the order of months in the year
12. Use appropriate greetings for different times of the day
13. Understand that calendars in Spanish-speaking countries are different from those in the United States
14. Learn about similarities and differences between schools in different parts of the country
15. Sing the "Months Rap"
16. Recall that adding **-ito** or **-ita** to the end of a noun or a name is a way of saying *little*
17. Recall various ways to say farewell
18. State appropriate greetings for different times of day
19. Understand that there are two ways to pronounce the letter **ll** in Spanish
20. Use **tú** and **usted** appropriately
21. Recall that Spanish speakers consider Monday the first day of the week while English speakers consider it to be Sunday
22. Understand that art can be culture specific
23. Compare calendars used by speakers of English and Spanish and understand the difference
24. Recall that dates in Spanish follow the opposite order of dates in English
25. Understand that some Spanish words may be derived from other languages

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26. Discuss weather in various geographic areas
27. Locate the days on a Spanish calendar
28. Discuss the similarities between the words **chaqueta** and *jacket*, **blusa** and *blouse*
29. Sing "**Las estaciones**" (*The Seasons*)
30. Recall that the weather changes that come with each season determine the type of clothing we wear
31. Compare the words *pajamas* and **pijama**
32. Discuss similarities and differences between the English and Spanish organization of numbers to 50
33. Use expressions of politeness, such as **Lo siento** (I'm sorry) and **Gracias** (*Thank you*)
34. Understand that the names for occupations in Spanish indicate whether the person is male or female
35. Understand the important role of the people who work at school
36. Understand that weather determines what clothes we wear
37. Recognize that certain animals live in different parts of the world
38. Understand that seasons are different in other countries
39. Understand that different animals live in different parts of the world and in different environments
40. Understand that animals live in different types of environments
41. Sing "**Vamos a contar**" (*Let's Count*)
42. Understand the role of the donkey in Latin America
43. Sing "**Dulce canta el burro**" (*Sweetly Sings the Donkey*)
44. Understand that different cultures celebrate different holidays
45. Understand that in many Latin American and European countries the number 7 is written with a line through it
46. Understand that vowels are pronounced differently in English and Spanish
47. Notice the difference between the plural **ustedes** and the singular **tú** to mean *you*
48. Understand that people all over the world live in different kinds of homes
49. Understand that there are different ways of answering the phone in Spanish
50. Review the custom of greeting a friend by kissing her or him on both cheeks
51. Recognize similarities and differences in families and homes
52. Understand the role of grandparents in many Spanish-speaking families
53. Recall the donkey as a means of transportation in many Spanish-speaking countries
54. Sing "**Uno, dos, tres, niñitos**" (*One, Two, Three Little Children*)
55. Understand the difference between a car, a taxi, and a jeep

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56. Recall that in Spanish the verb form indicates who performs the action
57. Sing the song "**Ojos, orejas, boca, nariz**" ("*Eyes, Ears, Mouth, Nose*")
58. Understand that weather is different in different parts of the world
59. Compare rules of street safety in different cultures
60. Sing "**Las vocales**" ("*The Vowels*")
61. Discuss how being able to speak Spanish helps in police work
62. Discuss gender of workers in different cultures
63. Explore similarities between destinations in different cultures
64. Understand that some changes happen because we want them to, and others just happen to us
65. Understand that soccer and baseball are very popular in Spanish-speaking countries
66. Understand that el **fútbol** is the Spanish name for the sport known in the United States as *soccer*
67. Recognize that different parts of the world have different climates
68. Understand that baseball is Puerto Rico's favorite sport
69. Understand that **perdón** (*pardon me*) is the word to use to apologize for coughing or sneezing
70. Understand the concept that **fútbol** (*soccer*) and American football are not the same
71. Sing a favorite song
72. Review the concept that in Spanish-speaking families the grandparents often live with other family members
73. Sing "**Fray Felipe**" ("*Friar Phillip*")

Español Para ti - Level III

Grades 4 - 5

Language/Communication Objectives

NJ Student Learning Standard 7.1NM, 7.1NH

1. Practice the opening conversation
2. Ask and answer the questions **¿Cómo estás tú?** and **¿Cómo está usted?** (*How are you?*)
3. Reply to the questions **¿Cómo te llamas tú?** (*What is your name?*) and **¿Quién es?** (*Who is it?*)
4. Demonstrate understanding of the commands **Anda** (*Walk*), **Corre** (*Run*), and **Salta** (*Jump*)
5. Respond to the commands **Toca** _____ (*Touch* _____), **Siéntate** (*Sit down*), and **Párate** (*Stand up*)
6. Answer the question **¿Cómo se llama?** (*What is his/her name?*)
7. Practice the numbers 1 - 20 and respond to the question **¿Qué número es?** (*What number is it?*)
8. Practice the numbers 21 - 30
9. Practice the names of some classroom objects
10. Hear full sentences in response to **¿Cómo estás tú?** (*How are you?*)
11. Practice weather expressions in response to visual cues
12. Practice additional classroom vocabulary
13. Demonstrate understanding of the commands **Busca** _____ (*Look for* _____), **Muéstrame** _____ (*Show me* _____), **Pon** _____ (*Put* _____), and **Dame** _____ (*Give me* _____)
14. Practice numbers 31 - 40
15. Practice numbers 41 - 50
16. Practice vocabulary for parts of the face
17. Practice the names of additional classroom objects
18. Practice more names for items in the classroom
19. Use additional weather expressions
20. Practice the words for the four seasons
21. Ask the question **¿Qué número es?** (*What number is it?*)
22. Ask what something is with **¿Qué es esto?** (*What is this?*)

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23. Inquire about the weather by asking **¿Qué tiempo hace?** (*What's the weather like?*)
24. Listen to a sustained conversation about classroom objects
25. Distinguish between the singular and plural forms of nouns
26. Practice vocabulary for parts of the body
27. Understand statements about weather during each season
28. Hear new ways of saying how you feel
29. Answer the question **¿En qué estación?** + *kind of weather* (*In what season + kind of weather?*)
30. Respond to the question **¿Qué estación es?** (*What season is it?*)
31. Combine responses about the weather and seasons into longer statements
32. Practice the months of the year
33. Learn how to say the date
34. Hear the phrases **Tengo frío** (*I'm cold*) and **Tengo calor** (*I'm hot*)
35. Recognize and answer the questions **¿Qué mes es?** (*What month is it?*) and **¿Cuál es la fecha?** (*What is the date?*)
36. Practice the names for animals in Spanish
37. Count from 50 to 60
38. Comprehend sustained conversation about dolphins
39. Practice the feeling expressions with **Tengo**
40. Count from 60 to 70
41. Comprehend sustained conversation about farm animals
42. Practice school personnel vocabulary
43. Comprehend sustained conversation about rooms in a school
44. Hear the command **¡Repite!** (*Repeat!*)
45. Practice the days of the week
46. Answer the question **¿Qué día es?** (*What day is it?*)
47. Respond to the question **¿Dónde está la maestra?** (*Where is the teacher?*)
48. Practice the names for articles of clothing
49. Learn the command **Ponte** _____ (*Put on _____*)
50. Practice words for colors
51. Learn the command **Quítate** _____ (*Take off _____*)
52. Integrate expressions for weather and seasons with clothing vocabulary
53. Comprehend sustained conversation during a game show
54. Practice additional feeling expressions
55. Comprehend sustained conversation about where someone is

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56. Practice the numbers 70 - 80
57. Recognize and pronounce the vowels **a, e, i, o, u**
58. Learn new vocabulary relating to the house
59. Learn vocabulary for more parts of the house
60. Learn three new commands: **iDibuja!** (*Draw!*), **iBorra!** (*Erase!*), and **iColorea!** (*Color!*)
61. Recall more color words
62. Comprehend an extended conversation about Dora's garden
63. Learn additional parts of the house
64. Answer the question **¿Qué tiene la casa?** (*What does the house have?*)
65. Learn the words for three geometric shapes
66. Comprehend descriptions of the three geometric shapes
67. Learn the question word **¿Por qué?** (*Why?*)
68. Practice why you feel a certain way
69. Comprehend an extended conversation about **la maestra's** house
70. Learn new vocabulary for rooms in a house
71. Relate rooms in the house to activities
72. Comprehend an extended conversation about the rooms in the house
73. Understand descriptions of rooms in the house
74. Practice the words for family members
75. Comprehend an extended conversation with Rosco
76. Understand the story "**¿Dónde está la familia de Rosco?**" (*"Where is Rosco's Family?"*)
77. Learn the first three letters of the alphabet
78. Learn the command **Dale** _____ (*Give him/her* _____)
79. Practice the numbers 81 - 90
80. Learn the letters **ch, d, and e**
81. Comprehend sustained conversation during a game show
82. Practice the numbers 91 - 100
83. Listen to the song "**Los elefantes 10-100**" (*"The Elephants 10-100"*)
84. Learn the letters **f, g, h, and i**
85. Hear the commands **iNo andes!** (*Don't walk!*) and **iNo corras!** (*Don't run!*)
86. Learn the letters **j, k, and ll**
87. Sing "**Las vocales en español**" (*"The Vowels in Spanish"*), a song that combines consonants and vowels
88. Understand an extended conversation about rooms and furniture
89. Learn the letters **m, n, and ñ**

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90. Hear the vocabulary for four pieces of household furniture
91. Learn the word for a new item of furniture
92. Learn the letters **p, q, r, and s**
93. Understand an extended conversation about rooms and furniture
94. Learn the letters **t** and **u**
95. Sing "**Las vocales en español**" ("The Vowels in Spanish") with the letter **t**
96. Practice the question **¿Qué tal?** (*How's it going?*)
97. Comprehend an extended conversation about the house
98. Learn the letters **v, w, x, y, and z**
99. Learn the command **¡Escoge!** (*Choose!*)
100. Listen to and watch the "Alphabet Samba"
101. Learn the adverbs **rápido** (*quickly*) and **despacio** (*slowly*)
102. Recognize that the letters **c** and **g** have two sounds depending on the vowel they precede
103. Sing "**Las vocales en español**" ("The Vowels in Spanish") with the **g, c,** and **l**
104. Learn vocabulary for four kitchen appliances
105. Learn vocabulary for additional appliances
106. Integrate vocabulary for appliances with vocabulary for rooms of the house
107. Comprehend an extended conversation about appliances
108. Integrate clothing and appliance vocabulary
109. Sound out and read words in Spanish
110. Hear two new questions and answer them with **Pongo** _____ (*I put _____*) or **Saco** _____ (*I take out _____*)
111. Learn the command **¡Ven aquí!** (*Come here!*)
112. Comprehend an extended conversation about appliances
113. Read a message written in Spanish
114. Comprehend a game show
115. Hear the command **¡No toques!** (*Don't touch!*)
116. Relate vocabulary for seasons, weather, and clothing
117. Understand the question **¿Qué te pones?** (*What do you put on?*)
118. Learn the command **¡Pon _____!** (*Put _____!*)
119. Understand the difference between **¡Pon _____!** (*Put!*) and **¡Ponte _____!** (*Put on _____!*)
120. Read written words in Spanish
121. Learn vocabulary for entertainment appliances
122. Listen to an extended conversation about entertainment appliances

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123. Understand what each appliance is used for
124. Recognize cognates when written
125. Practice listening for consonant and vowel sounds
126. Listen to a story incorporating all the vowels and consonants
127. Learn two new words for toys
128. Learn how to talk about what one wants to do
129. Become familiar with vocabulary about winter activities
130. Learn vocabulary for spring, summer, and fall activities
131. Learn to express what one prefers to do
132. Read a message from **La Mano Mágica** (*The Magic Hand*)
133. Hear the question **¿Qué vas a hacer?** (*What are you going to do?*)
134. Learn additional vocabulary for summer activities
135. Understand the difference between the questions **¿Qué vas a hacer?** (*What are you going to do?*) and **¿Qué quieres hacer?** (*What do you want to do?*)
136. Read words and sentences
137. Understand that the letter **t** and the word **té** (*tea*) are pronounced the same in Spanish
138. Comprehend a game show
139. Learn to say you need or don't need something
140. Hear how to say you don't like or don't want something
141. Comprehend an extended conversation about food
142. Recognize vocabulary for fruits
143. State the color of various fruits
144. Learn vocabulary for additional fruits
145. Read the words for several fruits
146. Answer the question **¿Qué día es hoy?** (*What day is it today?*)
147. Learn the name of another fruit
148. Comprehend an extended conversation about food shopping
149. Read the new word
150. Learn the names of the mealtimes in Spanish
151. Understand an extended conversation about meals and foods
152. Read more words in Spanish
153. Learn more food vocabulary
154. Comprehend more of the conversations about breakfast and lunch
155. Understand more of the extended conversation about shopping for food
156. Learn how to ask if you want to eat or drink a particular thing

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157. Learn additional vocabulary for lunch foods
158. Introduce vocabulary for dinner foods
159. Understand more of an extended conversation about dinner
160. Read written words in Spanish
161. Answer questions about when you eat and what you eat
162. Understand more of an extended conversation about mealtimes
163. Learn vocabulary for setting the table
164. Relate foods with table utensils
165. Say words for table setting items
166. Read a poem in Spanish
167. Learn the command **¡Toma!** (*Drink!*)
168. Learn and practice the verb form **Pongo** _____ (*I put* _____)
169. Practice the difference in pronunciation of the Spanish letter **v** and the English letter **v**
170. Hear the question **¿Qué te gusta más?** (*What do you like more?*)
171. Understand more of the extended conversations about shopping, seasonal activities, and parts of the house

Español Para ti - Level III

Grades 4 - 5

Culture Objectives

NJ Student Learning Standard 7.1NM, 7.1NH

1. Recall that many teachers in Spanish-speaking countries wear smocks during class
2. Remember that there are two words for you in Spanish: **tú** (*familiar you*) and **usted** (*formal you*)
3. Use appropriate greetings for different times of the day
4. Sing "**Buenos días a ti**" (*Good morning to you*), "**Buenas tardes a ti**" (*Good Afternoon to You*), and "**Español para ti**" (*Spanish is for You, and for Me*)
5. Remember with whom to use **tú** (*familiar you*) and **usted** (*formal you*)
6. Demonstrate the body language for the phrase **Así, así** (*So-so*)
7. Sing "**Uno, dos, tres niñitos**" (*One, Two, Three Little Children*)
8. Sing a new song—"Los elefantes 1-10" (*The Elephants 1-10*)
9. Remember that in Spanish nouns can be masculine or feminine

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10. Review the countries where Spanish is spoken
11. Remember to address a grown-up with **usted** (*formal you*)
12. Sing "**Ojos, orejas, boca, nariz**" ("*Eyes, Ears, Mouth, Nose*")
13. Learn that the weather during a particular season varies depending on where you live
14. Review when to use **tú** (*familiar you*) and **usted** (*formal you*)
15. Understand that the weather during a season varies depending on where one lives
16. Hear a new song, "**Toca la cabeza**" ("*Touch Your Head*")
17. Sing the song "**Manos, dedos, piernas, pies**" ("*Hands, Fingers, Legs, Feet*")
18. Listen to the song "**Toca la cabeza**" ("*Touch Your Head*")
19. Learn that it is important to take care of oneself and one's body
20. Sing "**Uno de enero**" ("*January First*")
21. Relate symbols to months
22. Learn that toucans live in the rain forests of South America
23. Hear about the climate of the rain forest
24. Sing the "Months Rap"
25. Sing "**Las estaciones**" ("*The Seasons*")
26. Learn that the chicken is an important animal in Spanish-speaking countries
27. Learn why the donkey is an important animal in Spanish-speaking countries
28. Learn that the dolphin is a mammal
29. Sing "**Dulce canta el burro**" ("*Sweetly Sings the Donkey*")
30. Recognize that animals have feelings
31. Learn that the llama is indigenous to South America
32. Learn that the number seven is written with a line through it in Spanish-speaking countries
33. Recall that in Spanish the adjective *happy* (**contento/a**) varies depending on whether one is male or female
34. Understand that the weather varies from location to location
35. Recall that in Spanish-speaking countries the first day of the week is Monday
36. Listen to the "Calendar Rap" and the "New Calendar Rap"
37. Learn that the clothing one wears depends on the weather
38. Recognize symbols for months
39. Sing "**Las vocales**" ("*The Vowels*")
40. Note that the days of the week are not capitalized in Spanish
41. Understand what cognates are
42. Learn that the home is very important in the Spanish-speaking world

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43. Learn that there are three words that can be used to mean *bedroom* in Spanish
44. Review that the numeral 7 is often written with a line through it in Spanish-speaking countries
45. Review the phrase **Mi casa es tu casa** (*My house is your house*) and the wave used in many Spanish-speaking countries
46. Recognize that the numeral 7 is written differently in Spanish-speaking countries
47. Learn that Spanish speakers say **¡Ay!** (not *Ouch!*) when they're in pain
48. Sing "**Fray Felipe**" ("*Friar Phillip*")
49. Learn that Spanish has its own alphabet
50. Understand the importance of the front porch in Spanish speaking countries
51. Learn that **ch** is considered a single letter of the Spanish alphabet
52. Hear how people in Spanish-speaking countries answer the telephone
53. Understand that the letter **h** is silent in Spanish
54. Understand the different roles of members of the family (son/brother; daughter/sister)
55. Understand that some words in Spanish are borrowed from other languages
56. Learn about another letter that doesn't exist in the English alphabet: **ñ**
57. Review that the days of the week in Spanish do not begin with a capital letter
58. Learn that it is usually warm where **Ñico** comes from
59. Learn that **la samba** is dance from South America
60. Recall that some words in Spanish are borrowed from other languages
61. Sing the "Alphabet Samba" and learn about **las maracas** and other instruments used in Spanish and/or Latin American music
62. Sing "**Los elefantes 10-100**" ("*The Elephants 10-100*")
63. Review that la samba is a dance from South America
64. Remember that the weather varies depending on where one lives
65. Learn that *technology* (**la tecnología**) brings us new things
66. Recall that the television is used for fun and learning
67. Understand that toys are not gender specific
68. Sing "**Los elefantes 10-100**" ("*The Elephants 10-100*") and "**Las estaciones**" ("*The Seasons*")
69. Become aware that soccer is different from football
70. Learn that soccer is the most popular sport in the world
71. Recall that in many areas of South America the weather is usually hot
72. Learn that soccer is very popular in Spanish-speaking countries
73. Learn that helping around the house is important

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74. Learn about being a good sport
75. Learn that there are different words for *banana* in Spanish
76. Remember that the *week* starts on *Monday* and that days of the week are not capitalized in Spanish
77. Learn that the pineapple grows in tropical climates
78. Understand that eating a balanced diet is important
79. Learn that mealtimes vary from country to country
80. Learn that it is important to eat breakfast and lunch
81. Learn that lunch is eaten later in the afternoon in some countries
82. Learn the courtesy phrase **iBuen provecho!** (*Enjoy your meal!*)
83. Learn to set the table
84. Sing "**Las vocales en español**" ("*The Vowels in Spanish*") with the letter **v**
85. Understand the Spanish greeting **Mi casa es tu casa** (*My house is your house*)

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**World Language Objectives and Correlation
to
NJ Standards for Student Learning 7.1. NM.A.
Grade 6 - World Cultures - One Marking Period Course**

1. Identify origins and history of language
2. Identify countries that speak Spanish and French around the world
3. Locate cities and geographical features on a map
4. List major sites of cities Spain/Mexico/France
5. Realize where he/she is in relation to the foreign countries and their continents
6. Discuss history of Spain/France/Mexico
7. Recognize the influence of geography and the economy
8. Identify tourist attractions and cultural sites in Spain/Mexico/France
9. Identify family members and their relationships to one another
10. Research personal heritage and present through various mediums
11. Talk about pastimes
12. Talk about Spanish/Mexican/French holidays celebrated
13. Recognize and use Spanish/French Greetings
14. Identify colors in Spanish/French
15. Count in Spanish/French
16. Identify important events and holidays in daily life in Spain/Mexico/France
17. Identify basic foods, including national and regional specialties
18. Identify traditional clothing
19. Listen to different types of regional music
20. Identify means of transportation
21. Recognize and identify Aztec Mayan and Inca cultures architecture and traditions
22. Identify other countries and cultures around the world besides Spanish and French

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**World Language Objectives and Correlation
to
NJ Standards for Student Learning 7.1. NM. A
Grade 7 Exploratory Spanish/French**

1. Make introductions, greetings, farewells and expressions of courtesy.
2. Express how one feels in relation to greetings and conversation.
3. Be able to count and use numbers in context.
4. Be able to tell age.
5. Give telephone numbers.
6. Identify some common classroom expressions.
7. Identify classroom objects.
8. Follow classroom commands and direct others by using the commands.
9. Recognize the days of the week, months of the year and seasons.
10. Relate months to seasons/calendar.
11. State dates as given in formats of other cultures.
12. Recognize and express colors.
13. Use descriptive adjectives.
14. Identify body parts.
15. Identify clothing items.
16. Identify family members.
17. Identify types of places people live.
18. Name where people live.
19. Identify the rooms of the house.
20. Talk about everyday activities.
21. Discuss Spanish holidays and celebrations.
22. Identify attractions in Spanish speaking countries.
23. Recognize French authors.
24. Compare French homes and neighborhoods to neighborhoods and homes in the United States.
25. Identify French house architecture.
26. Identify French hobbies and national sports.
27. Recognize School schedule in France.
28. Discuss family vacation in France.
29. Identify transportation in France.

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**World Language Objectives and Correlation
to
NJ Standards for Student Learning 7.1. NM.A.
Grade 8 Exploratory Spanish/French One Marking Period Course**

1. Expand introductory expressions and greetings.
2. Use cognates in basic sentences.
3. Identify the members of the family and their relationship to one another.
4. Use prepositions to express location.
5. Be able to identify numbers from 1 to 1,000.
6. Use numbers in simple math problems.
7. Express time, using AM/PM and the 24-hour clock.
8. Identify clothing.
9. Identify the parts of the body.
10. Use character traits in descriptive sentences.
11. Identify foods.
12. Write about likes and dislikes.
13. Identify occupations.
14. Write about family members' traits and occupations.
15. Create menus and recipes.
16. Identify various specialty stores.
17. Name and locate familiar places within the city limits.
18. Name the days, months and seasons of the year.
19. Write the date.
20. Describe the weather.
21. Name popular Spanish leisure activities.
22. Identify cultural sites.
23. Identify where you are from.
24. Locate Spain/Mexico and bordering countries.
25. Locate the bodies of water and mountain ranges bordering Spain/Mexico.
26. Locate the regions of Spain/Mexico.
27. State when holidays are celebrated.
28. Discuss Spanish/Mexican holiday celebrations.
29. Discuss Spanish/Mexican authors.
30. Discuss Spanish/Mexican history.
31. Locate France and its bordering countries.

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32. Locate the bodies of water and mountain ranges bordering France.
33. Locate the regions of France.
34. Discuss French holiday celebrations.
35. Discuss French authors.
36. Discuss French history.

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**World Language Objectives and Correlation
to
NJ Standards for Student Learning 7.1 NM.A
Grade 8 - Spanish I - Full-Year Course**

1. Identify Spanish Alphabet
2. Identifying Greetings and Introductions
3. Asking and telling your name
4. Asking how someone feels
5. Describing character traits
6. Expressing likes and dislikes
7. Asking for information
8. Identify numbers from (0-1000)
9. Asking and telling how old someone is
10. Telling time
11. Recognize days of the week and months of the week
12. Asking about and expressing birthdays
13. Identify seasons and weather expressions
14. Recognize sports and leisure activities
15. Identifying classroom objects
16. Describing daily routines
17. Describe school schedule and talk about classes
18. Identifying family members
19. Identifying and asking about nationalities
20. Identifying professions
21. Expressing need
22. Expressing emotion
23. Expressing intentions
24. Identifying clothing and stores
25. Identifying colors
26. Choosing and purchasing items
27. Describing items with adjectives
28. Using expressions of quantity
29. Using menus to identify food items
30. Ordering in a restaurant/Ordering food and beverages
31. Asking for prices

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32. Asking for the check
33. Negotiating or making a complaint
34. Identifying types of housing
35. Identifying the rooms of the house
36. Identifying the objects found in the house
37. Accepting and refusing an invitation
38. Greeting guests
39. Offering and accepting food, beverages and/or gifts
40. Describing meals and table settings
41. Identifying the parts of the body
42. Making and canceling an appointment
43. Explaining a problem
44. Describing past events
45. Telling location
46. Sequencing events
47. Using cardinal and ordinal numbers
48. Describing places in the city
49. Describing modes of transportation
50. Using comparative and superlative of adjectives
51. Giving directions
52. Stating a preference
53. Identifying leisure and vacation activities and plans.

Identify the cultures of:

Spain

Dominican Republic

Puerto Rico

Peru

Texas

Costa Rica, Chile, Mexico, Argentina, Florida

Topics:

geography

architecture

art

celebrations

foods

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**World Language Objectives and Correlation
to
NJ Standards for Student Learning 7.1 N.M.A.
Grade 8 - French I - Full-Year Course**

Language/Communication

54. Identifying greetings and Introductions
55. Asking and telling your name
56. Greeting and leaving someone
57. Expressing likes and dislikes
58. Expressions of courtesy
59. Counting and using numbers in context
60. Asking for information
61. Asking how someone feels
62. Telling time
63. Ordering food and beverages
64. Asking for prices
65. Expressing need
66. Identifying classroom objects
67. Identifying leisure activities
68. Identifying vacation activities
69. Describing daily routines
70. Identifying family members
71. Asking and telling how old someone is
72. Describing character traits
73. Asking about and expressing birthdays
74. Identifying and asking about nationalities
75. Identifying professions
76. Asking for and giving information
77. Expressing emotion
78. Expressing intentions
79. Expressing need
80. Identifying clothing and stores
81. Identifying colors
82. Choosing and purchasing items
83. Describing items with adjectives

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84. Using expressions of quantity
85. Using menus to identify food items
86. Ordering in a restaurant
87. Asking for the check
88. Negotiating or making a complaint
89. Identifying types of housing
90. Identifying the rooms of the house
91. Identifying the objects found in the house
92. Accepting and refusing an invitation
93. Greeting guests
94. Offering and accepting foods, beverages and/or gifts
95. Describing meals and table settings
96. Identifying the parts of the body
97. Making and canceling an appointment
98. Explaining a problem
99. Describing past events
100. Telling location
101. Sequencing events
102. Using cardinal and ordinal numbers
103. Describing places in the city
104. Describing modes of transportation
105. Using comparative and superlative of adjectives
106. Giving directions
107. Stating a preference

Culture

1. Comparing French introductions to American introductions
2. Discussing the French educational system
3. Comparing French phone numbers and American phone numbers
4. Identify nature of cognates
5. Read French school schedule and compare with American school schedule
6. Identify and compare popular leisure activities and sports in French speaking countries
7. Name French entertainers and musicians
8. Listen to French music

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9. Read about and discuss *Le Tour de France*
10. Talk about eating establishments in France and compare to the United States
11. Talk about French eating habits and compare with eating habits of Americans
12. Look at French currency and convert prices from Euros to dollars
13. Understand restaurant etiquette and customs (i.e. "*Service compris*")
14. Compare school supplies used by students in France to those used by students in the United States
15. Identify slang expressions
16. Understand customs related to the French calendar
17. Identify differences between schools in France/Canada
18. Identify differences between the French and American way of telling time (i.e. 24-hour clock)
19. List French Proverbs
20. Understand the use of the metric system
21. Identify important French cities (Nantes, Tours, Marseille, etc.)
22. Identify French influenced islands (Guadeloupe, Martinique and Tahiti)
23. Understand French traditions with pets
24. Discuss vacation habits
25. Discuss birthday celebrations
26. Discuss travel within Europe
27. Discuss working in France
28. Identify the differences between stores in the United States, and the specialized stores and open-air markets in France.
29. Discuss the significance of Le Quartier Latin
30. Talk about shopping opportunities and habits in France
31. Identify styles of houses and vacation homes
32. Identify French-speaking African countries and describe their relationship to France
33. French speaking European countries
34. Discuss pharmacies and herbal remedies
35. Talk about traditions with holiday celebrations (*Bastille Day, La Toussaint, etc.*)
36. Identify and name districts of Paris
37. Identify famous attractions in Paris

World Language

Instructional Sequence/Pacing Guides

Grades 1 – 8

Note: The suggested Instructional Sequences included in this curriculum guide were developed at the time the guide was written. Please note that due to mandates from the Department of Education and other factors that influence instruction, modifications might have to be made.

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World Language Grades 1 - 5
Spanish
Suggested Instructional Sequence

GRADE 1

- Understand the Spanish vocabulary terms for a male teacher and a female teacher and match each with the correct picture.
- Recognize Spanish greetings such as "Hello" and "Good Morning" and "How are you?"
- Match the correct type of greeting with the time of day you would use the greeting such as morning, afternoon, or evening.
- Recognize and respond to basic questions such as "What is your name?" and "Who is it?"
- Count from 1 to 10.
- Match Spanish words for numbers 1 to 10 with number cards.
- Associate vocabulary with appropriate feelings such as "very well", "so-so", and "very bad".
- Recognize classroom objects when cued by the Spanish words for items such as calendar, ruler, map, table, desk, and seat.
- Sing along with various Spanish songs and listen to Spanish stories.
- Recognize color names such as red, white, blue, black, green, pink, and brown.
- Recognize the numbers 11-20 in Spanish.
- Recognize Spanish words naming some parts of the body and animals.

GRADE 2

- Recognize feelings such as "very well", "so-so", and "very bad" and match each with the appropriate expressions on faces.
- Review counting from 1 to 10.
- Recognize the numbers 11-20 and learn the numbers 21 to 30.
- Recognize Spanish greetings such as "Hello" and "Good Morning" and "How are you?"
- Match the correct type of greeting with the time of day you would use the greeting such as morning, afternoon, or evening.
- Recognize the names of objects in the classroom such as flag, clock, map, chair, globe, and ruler.
- Learn vocabulary for various foods and members of the family.

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- Learn weather expressions such as "it's raining", "it's windy", or "it's sunny", and match the appropriate weather expression with the correct picture.
- Understand the importance of knowing a second language.
- Sing along with various Spanish songs and listen to Spanish stories.
- Learn vocabulary for clothing and match the words to the appropriate articles of clothing.
- Identify the following colors: red, white, blue, black, yellow, green, brown, and pink.
- Recognize the numbers 31 to 40.
- Count by tens to 40.
- Learn the months of the year.
- Recognize Spanish words naming some parts of the body and animals.

GRADE 3

- Practice Spanish greetings such as "Hello" and "Good Morning", and "How are you?"
- Practice classroom vocabulary including the Spanish terms for a male teacher and a female teacher.
- Review counting from 1 to 10.
- Identify and review colors such as red, orange, blue, brown, green, yellow, black, and purple.
- Identify classroom objects such as a flag, paper, crayons, pencils, ruler, erasers, scissors, pens, notebook, and pencil sharpener.
- Identify feelings such as "very well", "so-so", and "very bad" and match each with the appropriate expressions on faces.
- Recognize the months of the year in Spanish.
- Count from 1 to 20.
- Sing along with various Spanish songs and listen to Spanish stories.
- Recognize weather expressions such as "it's raining", "it's windy", or "it's sunny", and match the appropriate weather expression with the correct picture and month of the year.
- Recognize the names of the days of the week.
- Practice vocabulary related to places in the school, birthdays, and age.
- Count by tens up to 50.
- Recognize the numbers 1 to 50.
- Recognize various colors and practice identifying objects by color.

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GRADE 4

- Review and Practice Spanish greetings such as "Hello" and "Good Morning" and "How are you?"
- Review vocabulary for weather, school personnel, classroom objects, clothing, and months of the year.
- Review and practice the vocabulary for the following colors: red, white, blue, black, yellow, green, brown, and pink.
- Review expressions for feelings such as "very well", "so-so", and "very bad"
- Listen to sustained conversation about various topics such as clothing, weather, school, weather, and the seasons.
- Name weather expressions that match seasons.
- Understand that seasons are different in other countries.
- Practice counting from 1 to 50.
- Identify similarities and differences in the sounds for the names of English and Spanish numbers to 50.
- Recognize vocabulary for school personnel such as principal, secretary, nurse, male teacher, and female teacher.
- Associate items of clothing with the weather.
- Respond to questions about the calendar.
- Learn vocabulary for the face, body, animals, weather, dolphins, and household items like the telephone.
- Practice pronouncing vowel sounds in Spanish.
- Recognize different expressions such as "quickly" and "slowly"
- Sing along with various Spanish songs and listen with understanding to Spanish stories.
- Learn vocabulary relating to street safety, the community, and travel.
- Recognize that art can be culture specific.
- Discuss similarities and differences between the English and Spanish organization of numbers 1 to 50.
- Discuss how seasons are different in other countries and that animals live in different parts of the world.

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GRADE 5

- Practice opening conversations and greetings and use appropriate greetings for different times of the day.
- Ask and Respond to questions such as "How are you?", "What is your name?" "What is his/her name?", "What number is it?"
- Recognize and demonstrate understanding of the following commands: walk, run, jump, touch, sit down, and stand up.
- Review numbers 1 to 50.
- Review and practice the vocabulary for colors such as red, orange, blue, brown, green, yellow, black, and purple.
- Review weather expressions and the four seasons then answer questions about different types of weather that would take place during each of the four seasons.
- Recognize and respond to questions in Spanish such as "What month is it?" and "What is the date?"
- Count from 50 to 70.
- Listen and respond to various conversations about the following: farm animals, dolphins, articles of clothing, rooms in a school and colors.
- Integrate expressions for weather and seasons with clothing vocabulary.
- Review and practice expressions for feelings such as "very well", "so-so", and "very bad".
- Practice the numbers 70 to 80.
- Learn and identify new vocabulary relating to the house and parts of the house such as house, garage, roof, door, windows, chimney, bathroom, living room, kitchen, and bedroom.
- Review and practice the vocabulary for family members such as mother, son, grandmother, father, grandfather, daughter, and children.
- Sing along with various Spanish songs and listen with understanding to Spanish stories.
- Recognize that chickens and donkeys are important animals in Spanish-speaking countries.
- Discuss that the days of the week are not capitalized in Spanish.

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**NJ Student Learning Standard Correlation
Recommended Sequence of Instruction/Pacing Guide
GRADE 6 - World Cultures - One Marking Period**

Weeks	Topic Title	NJ Student Learning Standard
1	Origins of Language	7.1. NM.A.
1	French culture, history and geography	7.1. NM.A.
1	French colors	7.1. NM.A.
1	French numbers	7.1. NM.A.
1	French family	7.1. NM.A.
1	Spanish culture, history and geography	7.1. NM.A.
1	Spanish colors	7.1. NM.A.
1	Spanish numbers	7.1. NM.A.
1	Spanish family members	7.1. NM.A.
1	Mexican culture history and geography	7.1. NM.A.

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**NJ Student Learning Standard Correlation
Recommended Sequence of Instruction/Pacing Guide
GRADE 7 - Exploratory Spanish/French - One Marking Period**

Weeks	Topic Title	NJ Student Learning Standard
1	<i>Greetings, farewells and expressions of courtesy</i>	7.1. NM.A.
1	Numbers	7.1. NM.A.
.5	<i>Classroom objects and expressions</i>	7.1. NM.A.
.5	<i>Classroom commands</i>	7.1. NM.A.
.5	<i>Calendar and seasons</i>	7.1. NM.A.
.5	<i>Weather</i>	7.1. NM.A.
1	<i>Colors and adjectives</i>	7.1. NM.A.
.5	<i>Body parts</i>	7.1. NM.A.
.5	<i>Clothing items</i>	7.1. NM.A.
1	<i>Family members</i>	7.1. NM.A.
1	<i>Types of homes and rooms of the house</i>	7.1. NM.A.
.5	<i>Activities and pastimes</i>	7.1. NM.A.
.5	<i>Holidays and celebrations</i>	7.1. NM.A.

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NJ Student Learning Standard Correlation
Recommended Sequence of Instruction/Pacing Guide
GRADE 8 - Spanish/French Related Arts
One Marking Period

Marking Period	Topic Title	NJ Student Learning Standard
1	Introductory greetings and expressions	7.1. NM.A.
1.5	Numbers	7.1. NM.A.
.5	Cognates	7.1. NM.A.
.5	Family Members	7.1. NM.A.
.5	Occupations	7.1. NM.A.
.5	Subject verb agreement	7.1. NM.A.
.5	Adjective Agreement	7.1. NM.A.
1	Vacation Itinerary	7.1. NM.A.
.5	Prepositions and locations	7.1. NM.A.
1	Geography and cultural sites	7.1. NM.A.
.5	Country of origin, nationalities	7.1. NM.A.
.5	Cultural holidays and celebrations	7.1. NM.A.
.5	Cultural and historical icons of France/Spain	7.1. NM.A.

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NJ Student Learning Standard Correlation 7.1 NM.A
Recommended Sequence of Instruction/Pacing Guide
GRADE 8 - Spanish I

Weeks	Topic Title	NJ Student Learning Standard
1	Greetings, farewells, and introductions	7.1.NM.A
2	Numbers	7.1.NM.A
1	Time	7.1.NM.A
1	Days of the Week	7.1.NM.A
1	Months of the Year	7.1.NM.A
1	Daily Activities	7.1.NM.A
2	Leisure Activities	7.1.NM.A
1	Weather and Seasons	7.1.NM.A
1	Nationalities	7.1.NM.A
1	Professions	7.1.NM.A
2	Physical and Character Traits	7.1.NM.A
1	Classroom Objects	7.1.NM.A
2	School Routine and Schedule	7.1.NM.A
1	Family	7.1.NM.A
2	Vacation Activities	7.1.NM.A
1	Places in town	7.1.NM.A
1	Where people live	7.1.NM.A
1	Ordering at a Restaurant	7.1.NM.A
1	Foods	7.1.NM.A
1	Health (Parts of the Body)	7.1.NM.A
2	Going to the Doctor	7.1.NM.A

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1	Clothing	7.1.NM.A
1	Colors	7.1.NM.A
2	Travel	7.1.NM.A
1	Transportation	7.1.NM.A
3	Talking about past events	7.1.NM.A

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NJ Student Learning Standard Correlation 7.1 NM.A
Recommended Sequence of Instruction/Pacing Guide
GRADE 8 - French I

Weeks	Topic Title	NJ Student Learning Standard
1	<i>Greetings, farewells, and introductions</i>	7.1 NM.A
2	Numbers	7.1 NM.A
1	Time	7.1 NM.A
1	Days of the Week	7.1 NM.A
1	Months of the Year	7.1 NM.A
1	Daily Activities	7.1 NM.A
2	Leisure Activities	7.1 NM.A
1	Weather and Seasons	7.1 NM.A
1	Nationalities	7.1 NM.A
1	Professions	7.1 NM.A
2	Physical and Character Traits	7.1 NM.A
1	Classroom Objects	7.1 NM.A
2	School Routine and Schedule	7.1 NM.A
1	Family	7.1 NM.A
2	Vacation Activities	7.1 NM.A
1	Places in town	7.1 NM.A
1	Where people live	7.1 NM.A
1	Ordering at a Restaurant	7.1 NM.A
1	Foods	7.1 NM.A
1	Health (Parts of the Body)	7.1 NM.A
2	Going to the Doctor	7.1 NM.A

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1	Clothing	7.1 NM.A
1	Colors	7.1 NM.A
1	Shopping	7.1 NM.A
2	Travel	7.1 NM.A
1	Transportation	7.1 NM.A
3	Talking about past events	7.1 NM.A

Appendix A

2014

New Jersey Core Curriculum Content Standards

For

World Languages

TO VIEW THE 2014 WORLD LANGUAGE CORE STANDARDS ONLINE VISIT:

<http://www.state.nj.us/education/cccs/2014/wl/>