

PHILOSOPHY/RATIONALE

There are a number of reasons to study other languages and cultures. First, we live in an economy that demands contact and interaction with the global marketplace. Therefore, there is a greater need to function competently in more than one language in order to participate successfully in the economic, political, and social life of our ever-changing world. Next, two decades of research on the benefits of second language acquisition gives an impressive rationale for world language instruction in terms of the cognitive benefits, academic achievement, and development of positive attitudes toward cultural diversity. In addition, New Jersey's multicultural and multi-ethnic community and its growing economy demand increased contact and face-to-face interaction with members of other cultures both in New Jersey and around the world. In New Jersey alone, there are more than 100 ethnic groups and 150 different languages spoken. According to the 2000 US census, 1 in 5 people age 5 and over, or 47 million, report that they spoke a language other than English at home. This number more than doubled since the 1980 census. Spanish is the second most common language spoken in the United States.

Recent scientific research has provided many insights into when and how children best acquire languages. Patricia Kuhl at the University of Washington reported that, by six months, infants' perceptual systems are already configured to acquire their native language. With each year of growth, children are less able to filter out fine distinctions among the sounds of other languages. After early childhood, the language acquisition mechanism becomes highly structured creating an interference effect that may account for the difficulty in learning languages at a later time. This indicates that a window of development opportunity exists for acquiring other languages. These findings, along with the ease with which children in bilingual families acquire two languages, support the contention that world language instruction should begin as early as preschool age. (Education Commission of the States, 1996).

Likewise, culturally speaking, the age of ten has been designated as a crucial time in the development of attitudes toward nations and groups perceived as "other," according to the research of Piaget, and Lambert (Lambert and Klinebert, 1967). The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a foreign language. Through our language program, students will be given the opportunity to broaden their conceptual horizon of "world," as they are exposed to aspects of the Spanish culture.

The goal of this program is to provide the elementary student with an introduction to a second language and its culture. The study of the Spanish language and culture enables students to interact and communicate with others while gaining a greater understanding and respect for cultural perspectives, practices, and products of different countries. Studying a foreign language at this level strengthens critical-thinking skills through problem-solving, conceptualizing, and reasoning as it provides basic connections between the various disciplines of study.

Elementary world language students (grades 1-5) enthusiastically engage in meaningful, stimulating, and challenging classroom activities, which incorporate the three modes of

PHILOSOPHY/RATIONALE (continued)

communication: Interpretive, Interpersonal, and Presentational. The children are excited about their ability to learn and understand a second language. They are encouraged to use language through activities that are based on authentic, real-life context in connection with other core area subjects including: mathematics, language arts literacy, social studies, science, visual/performing arts, physical education, and health, career education and consumer, family and life skills, as well as technology literacy.

Through this program, students acquire a firm basis in Spanish, with emphasis on communication and culture, in accordance with the New Jersey World Language Standards. This study parallels grade level curricula, where appropriate, in order to make connections with other disciplines and compares the language and culture with their own through authentic learning experiences.

COURSE PROFICIENCIES (continued)

Interpretive and Interpersonal Mode (A, B):

1. To develop communication through proficiency in listening and speaking.

7.1/2,4A1-4,6	8.1/4A2	9.1/4A1-2
B1-4	B5-7	9.2/4A1,2,4
		B4
		C1,3,5
		E1-2
		F1-3

2. To express actions and reactions in short phrases or simple sentences.

7.1/2,4A1,2,5	8.1/4A2	9.1/4A1-2
B1-4	B5-7	9.2/4A1,2,4
		B4

Interpersonal and Presentational Modes (B, C):

1. To develop communication through the use of reading and writing.

7.1/2,4,B,C	8.1/4B5-7	9.1/4A1-2
		9.2/4A1,2,4
		B4
		C1-3,5
		E1-2
		F1-3

Interpretive, Interpersonal, and Presentational Modes (A, B, C):

1. To establish an environment in which students are able to experiment with and practice a foreign language in a safe, encouraging, reality-based setting.

7.1/2,4A1-6	7.2/2,4A1-6	8.1/4A2,
B1-4	B1-4	B5-7
C1,2,4	C1,2,4	9.1/4A1-2
		9.2/4A1,2,4
		B4
		C1-3,5
		E1-2
		F1-3

COURSE PROFICIENCIES (continued)

2. To develop an understanding of the interrelationship between language and culture.

7.1/2,4A1-6

B1-4

C1,2,4

7.2/2,4A1-6

B1-4

C1,2,4

8.1/4A2

B5-7

9.1/4A1-2

9.2/4A1,2,4

B4

C1-3,5

E1-2

F1-3

STUDENT PROFICIENCIES

The student will be able to:

A. Interpretive Mode

1. Obtain and provide information on familiar concepts within the Spanish language and its culture.
2. Understand the concept of culture and how it is connected to language.
3. Celebrate and understand the significance of Spanish holidays and customs.

B. Interpersonal Mode

1. Respond to and initiate simple greetings and good-byes in a natural setting.
2. Introduce themselves and others.
3. Use polite expressions and courteous actions in the target language.
4. Express basic attitudes and feelings and give reactions to situations.
5. Describe people, places, things, and events using a common bank of vocabulary.
6. Compare the grammatical structure of Spanish to that of English.
7. Utilize various aspects of grammar: sentence structure, capitalization, punctuation, and parts of speech.
8. Read and write familiar vocabulary and sentences structure in Spanish.
9. Make connections between vocabulary in the target language and information learned through other content areas.

C. Presentational Mode

1. Create and present orally or in written form, dialogues, skits, role-playing, greeting cards, and posters in Spanish/English.
2. Participate in cultural events, contests, and guest speakers presentations.

METHODS OF EVALUATION

1. Class work (activity sheets) and projects.
2. Class participation.
3. Quizzes and puzzles.
4. Observation of kinesthetic and choral linguistic responses.
5. Comprehension of the spoken word in the target language.
6. Teacher observation/questioning/monitoring.
7. Interactive oral activities based upon real-life situations.
8. Assessment of open ended dialogues.
9. Student folders.
10. Speaking and writing activities consistent in form and content to classroom activities.
11. Written projects teamed with an oral presentation.

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

NJ Core Curriculum Standards/ Grade	Strands & Indicators	Course Outline/Student Objectives	Grade Level
7.1/2,4 8.1/4 9.1/4 9.2/4	A1-6 B1-4 A2 B5-7 A1-2 A1,2,4 B4 C1-3, 5 E1-2 F1-3	I. Salutations/Goodbyes/Everyday Vocabulary A. Exchange Basic Greetings B. Use Common Introductory Dialogue C. Recognize and Pronounce Assigned Spanish Name With “Me llamo ___” in Response to Question, “What is Your Name?” D. Use Common Expressions of Courtesy E. Respond to Question, “How Old are You? With “Yo tengo _____”	1-5
7.1/2,4 8.1/4 9.1/4 9.2/4	B3-4 A2 B5-7 A1-2 C1-3,5	II. Numbers A. Recognize and Count 0 to 30 Orally B. Count 0 to 59 Orally C. Count 0 to 100 Orally/Written D. Count by Twos, Fives, and Tens E. Recognize One Thousand and One Million F. Use Mathematical Vocabulary Related to Addition and Subtraction	1-3 4 5 4-5 5 4-5
7.1/2,4 8.1/4 9.1/4	A1-6 A1-2 B5-7 A1-2	III. Alphabet A. Recognize/Pronounce the Alphabet B. Recognize/Pronounce Vowels C. Recognize/Pronounce Spanish Additions—ch, ll, n, rr D. Realize Regularity of Spanish Pronunciation and Spelling E. Recognize Accent Mark and “Tilde”	1-5 1-5 1-5 1-5 1-5

7.1/2,4 8.1/4 9.1/4 9.2/4	B3-4 A2 B5-7 A1-2 C1-3,5	IV. Body Parts A. Use Vocabulary for Head, Trunk, and Extremities B. Use/Explain the Definite Article "The" C. Identify and Utilize Singular and Plural Rules in Spanish D. Name Internal Organs and Skin, Skeleton, Blood, Muscles	1-3 4-5 4-5 5
7.1/2,4 8.1/4 9.1/4 9.2/4	B3-4 A2 B5-7 A1-2 C1-3,5	V. School Setting A. Identify Common Classroom Objects B. Identify Student Materials	1-5 1-5
7.1/2,4 7.2/2,4 8.1/4 9.1/4	A1-6 A1-6 A1-2 B5-7 A1-2	VI. Date A. Name the Days of the Week 1. Recognize that the days of the week are not capitalized 2. Realize that the Hispanic calendar week begins with Monday B. Name the Months of the Year 1. Recognize that months are not capitalized 2. Celebrate students' birthdays C. Use Proper Word Order for Date	1-5 2-5
7.1/2,4 8.1/4 9.1/4 9.2/4	B3-4 A2 B5-7 A1-2 C1-3,5	VII. Weather Expressions A. Identify Seasons B. Name Day-to-Day Weather Conditions	1-5
7.2/2,4 8.1/4	A1-6 A1-2 B5-7	VIII. Culture A. Identify and be Exposed to Various Holiday Celebrations Where Date Appropriate: 1. Cristobal Colon 2. Dia de los muertos 3. La Navidad 4. Las Posadas - Mexico 5. Three Kings 6. Carnival - South America	2-5 2-5 1-5 2-5 1-5 2-5

		<p>VIII. Culture (continued)</p> <p>7. Cinco de Mayo 1-5</p> <p>8. Hispanic Heritage Month 2-5</p> <p>9. Mexican Independence Day 2-5</p> <p>B. Recognize Cultural Practices</p> <p>1. Birthday wishes 1-5</p> <p>2. Concept of time/meals 1-5</p> <p>3. Foods 2-5</p> <p>4. Clothing 2-5</p> <p>5. Dance/music 1-5</p> <p>6. Holiday decorations: papel picado, sugar skulls 2-5</p> <p>7. Voting practices 2-5</p> <p>C. Link Culture with Geography</p> <p>1. Discuss holidays in reference to country of origin 1-5</p> <p>2. Identify US areas with large Spanish-speaking populations 4-5</p> <p>3. Discuss current events in Spanish-speaking countries 4-5</p> <p>D. Recognize and Use a Variety of Media to Illustrate Various Aspects of Culture</p> <p>1. Pictures, posters 1-5</p> <p>2. Video/TV 1-5</p> <p>3. Internet 1-5</p> <p>4. CD-ROM 1-5</p> <p>5. Books, literature, magazines, and newspapers 1-5</p>	
<p>7.1/2,4</p> <p>8.1/4</p> <p>9.1/4</p> <p>9.2/4</p>	<p>B3-4</p> <p>A2</p> <p>B5-7</p> <p>A1-2</p> <p>C1-3,5</p>	<p>IX. Colors</p> <p>A. Identify Eleven Colors 1-5</p> <p>B. Compare Spanish Word Order (Noun, Adjective) to That of English (Adjective, Noun) 1-5</p> <p>C. Describe Colors of Various Objects Using Noun-Adjective Order 1-5</p>	
<p>7.1/2,4</p> <p>7.2/2,4</p> <p>8.1/4</p>	<p>B3-4</p> <p>A1-6</p> <p>A2</p>	<p>X. Clothing</p> <p>A. Identify Typical Mexican Dress 2-5</p> <p>B. Name Various Common Articles of Clothing 2-5</p>	

9.1/4 9.2/4	B5-7 A1-2 C1-3,5	X. Clothing (continued) C. Describe What One is Wearing: 1. Color words 2. Number words 3. Definite articles 4. Yo llevo _____.	2-5 4-5 3-5 4-5 2-5
7.1/2,4 7.2/2,4 8.1/4 9.1/4 9.2/4	B3-4 A1-6 A2 B5-7 A1-2 C1-3,5	XI. The Family A. Name Immediate Family Members (Mother, Father, Brother, Sister, Baby, Son, Daughter, Grandmother, Grandfather) B. Recognize the Concept of Word Gender; i.e., Masculine, Feminine Forms of Words 1. Recognize that word endings distinguish gender: o, os – masculine; a, as – feminine 2. Recognize agreement of definite articles (el, los; la, las) with word endings C. Identify Extended Family (Aunt, Uncle, Cousin)	1-5 1-5 3-5
7.1/2,4 7.2/2,4 8.1/4 9.1/4 9.2/4	B3-4 A1-6 A2 B5-7 A1-2 C1-3,5	XII. The House A. Name Basic Parts of a House B. Identify Rooms C. Name Household Furniture and Appliances	2-5 2-5 4-5
7.1/2,4 8.1/4 9.2/4	B3 A2 B5-7 B4	XIII. Feelings And Emotions A. Respond to Simple Questions B. Use of Tener/Estar with Expressions of Feeling or Emotion	1-5 1-5
7.1/2,4 8.1/4 9.1/4	A1-6 A1-2 B5-7 A1-2	XIV. Punctuation/Capitalization Of Simple, Exclamatory, And Interrogative Sentences A. Recognize Punctuation 1. Inverted punctuation at beginning of interrogative and exclamatory sentences	1-5

		<p>XIV. Punctuation/Capitalization Of Simple, Exclamatory, And Interrogative Sentences (continued)</p> <p>2. Punctuation throughout a sentence</p> <p>B. Identify Capitalization Rules</p> <p>1. Proper nouns</p> <p>2. Titles</p> <p>3. Days of the week, months of the year</p>	1-5
<p>7.1/2,4</p> <p>7.2/2,4</p> <p>8.1/4</p> <p>9.1/4</p> <p>9.2/4</p>	<p>B3-4</p> <p>A1-6</p> <p>A2</p> <p>B5-7</p> <p>A1-2</p> <p>C1-3,5</p>	<p>XV. Mealtime</p> <p>A. Identify Various Foods According to Meal</p> <p>1. Breakfast foods</p> <p>2. Lunch foods</p> <p>3. Dinner foods</p> <p>4. Merienda (evening snack)</p> <p>5. Food groups</p> <p>B. Identify Place Settings and Utensils; Set a Table</p>	2-5
<p>7.1/2,4</p> <p>8.1/4</p> <p>9.2/4</p>	<p>B3</p> <p>A2</p> <p>B5-7</p> <p>B4</p>	<p>XVI. Expressing Likes And Dislikes</p> <p>A. Utilize “Me Gusta/No Me Gusta” for Singular Nouns</p> <p>B. Utilize “Me Gustan/No Me Gustan” for Plural Nouns</p>	<p>1-5</p> <p>1-5</p> <p>4-5</p>
<p>7.1/2,4</p> <p>7.2/2,4</p> <p>8.1/4</p> <p>9.1/4</p> <p>9.2/4</p>	<p>B3-4</p> <p>A1-6</p> <p>A2</p> <p>B5-7</p> <p>A1-2</p> <p>C1-3,5</p>	<p>XVII. Shapes</p> <p>A. Pronounce Four Basic Shapes: Circle, Square, Triangle, and Rectangle</p> <p>B. Utilize Correct Word Order to Name Colored Shapes (Shape, Color)</p>	<p>1-5</p> <p>1-5</p>
<p>7.1/2,4</p> <p>7.2/2,4</p> <p>8.1/4</p> <p>9.1/4</p>	<p>C2</p> <p>A1-6</p> <p>A1-2</p> <p>B5-7</p> <p>A1-2</p>	<p>XVIII. Telling Time</p> <p>A. Tell Time to the Hour Using Singular and Plural Forms of “Ser”</p> <p>B. Ask and Answer in Simple Dialogue: Que hora es? Es/son las ____.</p> <p>C. Tell Time to the Quarter, Half, and Three Quarters of an Hour</p> <p>D. Tell Time to the Minute</p>	4-5

7.1/2,4 7.2/2,4 8.1/4 9.1/4 9.2/4	B3-4 A1-6 A2 B5-7 A1-2 C1-3,5	XIX. Animals/Insects A. Identify Animals/Insects B. Produce Sounds Animals Make in Spanish	1-5
7.1/2,4 8.1/4 9.1/4	A1-6 A1-2 B5-7 A1-2	XX. Descriptive Adjectives A. Describe Familiar Objects Using Correct Word Order B. Describe Familiar Objects Using Numbers, Colors, Shapes and Sizes	3-5 4-5
7.1/2,4 8.1/4 9.1/4 9.2/4	A1-6 B1-4 A1-2 B5-7 A1-2 A1,2,4 B4 C1-3,5 E1-2 F1-3	XXI. Commands And Action Words A. Follow Basic Classroom Commands Using TPR: Stand Up, Sit Down, Raise Your Hand, Give, Stop, Go, Look, Write, Read, Listen, Repeat, Touch, Put, Walk, Jump, Run, Etc. B. Give Basic Commands	2-5
7.1/2,4 8.1/4 9.1/4	A1-6 A1-2 B5-7 A1-2	XXII. Grammatical Structures A. Recognize Question Words: Que, Por Que, Cuando, Donde, Como, Quien, Cuantos B. Verb Construction 1. Voy/vamos a _____ 2. Necesito _____ 3. Es/son _____	4-5 5
7.1/2,4 8.1/4 9.1/4	A1-6 A1-2 B5-7 A1-2	XXIII. Writing A. Copy Written Forms of Familiar Words and Sentence Structures B. Write Words and Sentences from Dictation C. Write Words and Sentences from Picture Prompts	4-5

7.1/2,4 7.2/2,4 8.1/4 9.1/4	A1-6 A1-6 A1-2 B5-7 A1-2	XXIV. Spanish Speaking Countries A. Identify Spanish Speaking Countries of the World With Emphasis on Mexico B. Locate/Label Countries on Map C. Name Various Geographical Features: Desert, Mountains, Plains, Bodies of Water D. Recognize Cardinal Points of Direction E. Identify Capital Cities	2-5 4-5 3-5 2-5
7.1/2,4 7.2/2,4 8.1/4 9.1/4 9.2/4	B3-4 A1-6 A2 B5-7 A1-2 C1-3,5	XXV. Solar System A. Name Nine Planets and the Sun 1. Use cardinal numbers to describe location of each planet from the sun 2. Use adjectives to describe size and color 3. Planets revolve around the sun	3-5 4-5 3-5
7.1/2,4 8.1/4 9.1/4 9.2/4 7.2/2,4	B3-4 A2 B5-7 A1-2 C1-3,5 A1-6	XXVI. Community A. Recognize and Identify Names of Stores/Buildings B. Identify Workers/Community Helpers C. Name Items Sold in Stores D. Name Items Found in Community Buildings E. Use Vocabulary Related to Making Purchases 1. Voy a comprar _____ 2. Cuanto cuesta _____? F. Money Values	2-5
7.1/2,4 7.2/2,4 8.1/4 9.1/4 9.2/4	B3-4 A1-6 A2 B5-7 A1-2 C1-3,5	XXVI. Emergency Situations A. Use Vocabulary Related to Emergencies B. Use Expressions to Ask for Help	2-5
7.1/2,4 7.2/2,4 8.1/4 9.1/4	A1-6 A1-6 B3-4 A2	XXVII. Doctor's Office A. Identify Vocabulary Related to a Doctor's Office B. Identify Workers in a Doctor's Office C. Describe Pain and Symptoms	2-5

9.2/4	B 5-7 A 1-2 C 1-3,5	XXVII. Doctor's Office (continued) 1. Estoy enfermo(a). 2. Me duele/duelen _____. 3. Tengo dolor de _____.	
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Note: The New Jersey Core Curriculum Content Standards can be accessed t www.state.nj.us

*Note: due to time constraints, topics outlined in the scope and sequence may or may not be addressed, and in the order listed above.

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
CODE SHEET

Standards:

1. Visual and Performing Arts
2. Comprehensive Health and Physical Ed.
3. Language Arts Literacy
4. Mathematics
5. Science
6. Social Studies
7. World Languages
8. Technological Literacy
9. Career Education and Consumer, Family and Life Skills

Strands:

A, B, C, D

CP1 (Cumulative Progress Indicators):

1, 2, 3, 4, 5, etc.

Sample:

From the visual and Performing Arts Core Curriculum Content Standards –

First Standard; then Grade Level; then Strand; and last CP1 #s

1.1/4A1,2,4

RESOURCES/ACTIVITIES GUIDE

ENRICHMENT ACTIVITIES

These activities may be useful to stimulate and enrich students in the world language classroom.

- Songs
- Games
- Books
- CD ROM
- Video

SUGGESTED MATERIALS

Viva el español! - Learning System, Kits A, B, C. National Textbook Company

Interactive CD-ROM software:

Kidspeak Spanish

Spanish Literature:

English-Spanish Foundation Series by Gladys Rosa-Mendoza

Barron's Bilingual First Books series

Videos:

Cinco de mayo

Lyric Language I & II

Audiocassettes/CDs:

Sing, Laugh, Dance, and Eat Tacos I, II & III

Grammar Resource Books:

Teach Them Spanish K-5. McGraw-Hill Publishing Co.

Merriam-Webster's Spanish-English Dictionary

Spanish on the Move for Kids. McGraw-Hill Publishing Co.

REFERENCES USED TO HELP DEVELOP THIS CURRICULUM GUIDE

Speaker Sources:

Authors when available.

Multi-cultural performances when funds are available.

Parent visitation where appropriate.

Book Sources:

Curtain, Helena and Carol Ann Pesola. *Languages and Children, Making the Match*. Reading, MA: Addison Wesley, 1998.

Met, Myriam (Ed.). *Critical Issues in Early Second Language Learning: Building for Our Children's Future*. Reading, MA: Addison Wesley, 1998.

Yopp, Hallie Kay and Ruth Helen Topp. *Literature-Based Reading Activities*. Boston: Allyn & Bacon, 1996.

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www.childrenonlyesl-efl.com

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