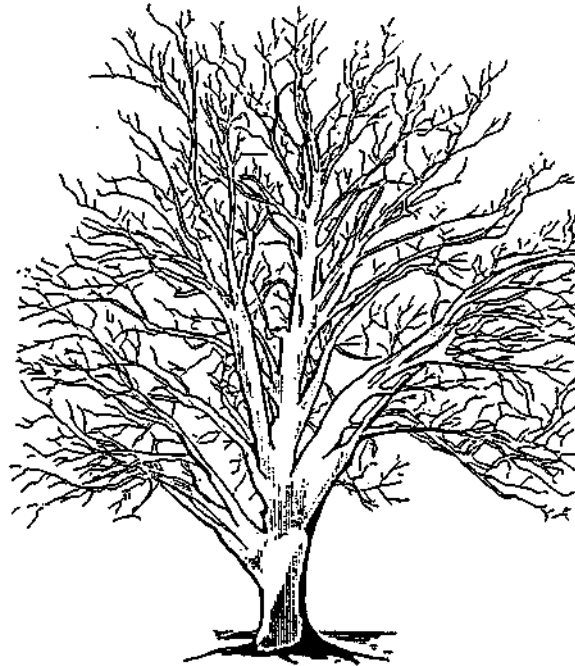


Monroe Township Schools



Curriculum Management System

World Language

Grades 4 - 6

June 2007

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: August 2007

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The mission of the Monroe Township World Language program in grades 1-6 is to provide an environment that will nurture young learners according to their developmental needs. During this introductory period, the schools shall provide a variety of opportunities for the acquisition of essential skills and for the development of a positive self-concept. Furthermore, we aim to instill in students a sense of values leading to respect for others and their differences and an appreciation of the Spanish language and its many cultures. Participation in these courses will encourage students to become more versatile citizens of a global world by enabling them to communicate with Spanish-speaking citizens.

Educational Goals

1. To recognize Spanish as a major world language.
2. To explore everyday uses for the Spanish language.
3. To gain competency in the use of spoken Spanish.
4. To initiate lifelong interest in the Spanish language and its many cultures.
5. To engage students in real-life situations in which they can utilize the Spanish language.
6. To engage students in meaningful activities using the Spanish language.

New Jersey State Department of Education Core Curriculum Content Standards

A note about World Language Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Spanish were revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for World Languages may also be found at:

http://www.nj.gov/njded/cccs/s7_wl.htm

World Language 4 – 6

Scope and Sequence

GRADE 4
BIG IDEA: SELF-EXPRESSION
I. ¿QUIÉN SOY YO? – WHO AM I? a. Clothing <ul style="list-style-type: none"> • Colors review • Weather review • Seasons review • Shopping expressions • Numbers 0 – 1,000 b. Personal Identification <ul style="list-style-type: none"> • Greetings and Introductions • Emotions • Personal description c. Family <ul style="list-style-type: none"> • Familial Relationships

GRADE 5
BIG IDEA: PERSONAL CHOICES
I. LO QUE ME GUSTA – WHAT I LIKE a. Animals <ul style="list-style-type: none"> • Favorites • Descriptions b. Foods <ul style="list-style-type: none"> • Mealtimes • Restaurants • Number practice (with Euros) c. Sports and Leisure Activities <ul style="list-style-type: none"> • Seasons review • Hispanic pastimes

GRADE 6
BIG IDEA: EXPLORING MY WORLD
I. ¿ADÓNDE VAS? – WHERE ARE YOU GOING? a. The House <ul style="list-style-type: none"> • Parts of the House • Location phrases • Family review b. The School <ul style="list-style-type: none"> • Classroom Objects • Rooms of the School and Subjects • Days and Months review c. Spanish-Speaking Countries <ul style="list-style-type: none"> • Geography and Map Skills • Travel experiences • Hispanic culture

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels.*

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

At the elementary level, oral-based games and activities are important tools for second language acquisition. As this elementary Spanish program highlights oral proficiency – there are no assigned text books or workbooks - the primary method of student assessment is oral in nature. The following games and assessment activities can be incorporated into any of the proposed curriculum's lessons.

Suggested Games/Activities:

- Siete Arriba – 7 up
- Cinco / Loteria – Bingo
- Ta Ta Ti – Tic Tac Toe
- Concentración – Concentration
- Memoria – Memory
- Colgar el hombre – Hangman
- ¿Cuál Falta? – Which one is missing?
- Cuatro Esquinas – 4 Corners
- Mata Moscas – Fly Swatters

Useful Websites for Teacher:

- www.gamequarium.com/spanish.htm
- www.eduhound.com/espanol/defaultE/cfm
- www.puzzlemaker.com
- www.quia.com/shared/spanish
- www.uni.edu/becker/Spanish3.html
- www.casafiesta.com/html/recipes.html

Suggested days of Instruction	Curriculum Management System	Topic: ¿Quién soy yo? – Who am I?	
	<u>Subject/Grade Level:</u> World Language Grade 4	<u>Goal 1:</u> The student will be able to identify and describe articles of clothing in relationship to weather and seasons and utilize clothing vocabulary in the context of shopping dialogues.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
10-14 days	1.1. Identify clothing vocabulary 1.2. Describe clothing by color 1.3. Categorize clothing in relation to appropriate weather conditions and seasons 1.4. Utilize clothing in conversational dialogues regarding shopping 1.5. Use numbers in the context of prices of clothing purchases (7.1 N.A. 1-4; 7.1 N.B. 1-3; 7.1 N.C. 1-2) and (7.2 N.A 1; 7.2 N.B. 1; 7.2 N.C. 1)	How do weather and seasons affect clothing choices? <ul style="list-style-type: none"> • ¿Qué tiempo hace hoy? • Llevo ____ en el invierno. What questions and responses would you need in order to buy clothing in Mexico? <ul style="list-style-type: none"> • ¿Cuánto cuesta/n? • Cuesta/n _____ pesos. • Cultural importance of bargaining 	<ul style="list-style-type: none"> • Clothing picture cards and labels • Suitcases of actual clothing items • Color and number cards • Weather picture cards and labels • Teacher-created dialogues Assessment Modes: Interpretive (Knowledge) Students will match clothing pictures with appropriate labels Students will orally identify basic articles of clothing and state what he/she wears in relation to various weather expressions and seasons. Students will verbally express numbers in terms of currency units. Interpersonal (Knowledge, Application) Students will be able to ask about the color of an article of clothing and respond in context. Presentational (Knowledge, Application) Scenario: You are shopping for clothing in a Mexican marketplace. You must bargain with the vendor in order to decide upon a fair price.

Suggested days of Instruction	Curriculum Management System	Topic: ¿Quién soy yo? - Who am I?	
	Subject/Grade Level:	Goal 2: The student will be able to exchange basic information of personal identification including greetings and introductions, emotions, and self-description.	
	World Language Grade 4	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)		
	The student will be able to:		
10-14 days	<p>2.1. Greet a peer and be able to respond appropriately</p> <p>2.2. Greet an adult and be able to respond appropriately</p> <p>2.3. Introduce him/herself and converse with a peer</p> <p>2.4. Express different states of emotion</p> <p>2.5. Describe him/herself by physical and character attributes</p> <p>(7.1 N.A. 1-4; 7.1 N.B. 1-3; 7.1 N.C. 1-2) and (7.2 N.A 1; 7.2 N.B. 1; 7.2 N.C. 1)</p>	<p>What are the formal and informal greetings and introductions typically used in Spanish-speaking countries?</p> <ul style="list-style-type: none"> • ¿Cómo te llamas? • Me llamo ____. <p>What's the distinction between the informal "you" (tú) and the formal "you" (usted) in conversation?</p> <ul style="list-style-type: none"> • ¿Cómo estás tú? • ¿Cómo está usted? • Use the tú form when writing a letter to a pen pal 	<ul style="list-style-type: none"> • Teacher-created songs of greetings and introductions • Student-centered dialogues • Pictures of people expressing emotions • Photos of people's physical characteristics - celebrities • "¿Advina quién es?" - "Guess Who?" game • Student writing/drawing activity describing him/herself <p>Assessment Modes:</p> <p>Interpretive (Knowledge, Application)</p> <p>Students will sing greeting songs</p> <p>Students will practice simple introductions and repeat guided responses</p> <p>Students will identify pictures of famous people using descriptive adjectives</p> <p>Students will utilize description vocabulary in the context of the "Guess Who?" game</p> <p>Interpersonal (Knowledge, Application)</p> <p>Students will be able to introduce him/herself and greet one another asking key questions.</p> <p>Students will approach a conversation differently using either "tú" or "usted" depending on who is being addressed</p> <p>Presentational (Knowledge, Application, Comprehension)</p> <p>Scenario:</p> <p>You are writing your first letter to a pen pal in Spain. Draw a picture of yourself and write a descriptive paragraph.</p>

Suggested days of Instruction	Curriculum Management System	Topic: ¿Quién soy yo? - Who am I?	
	Subject/Grade Level: World Language Grade 4	Goal 3: The student will be able to identify family vocabulary and discuss the relationships amongst family members.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4-6 days	<p>3.1. Identify roles of family members</p> <p>3.2. Describe the relationship between family members and themselves</p> <p>3.3. Use the correct form of “the” (el, la, los, las) in regard to singular and plural family members</p> <p>(7.1 N.A. 1-4; 7.1 N.B. 1-3; 7.1 N.C. 1-2) and (7.2 N.A 1; 7.2 N.B. 1; 7.2 N.C. 1)</p>	<p>What basic rules simplify the use of articles (el, la, los, las) in regard to family members?</p> <ul style="list-style-type: none"> Ends in –o; use el Ends in –a; use la Ends in –os; use los Ends in –as; use las <p>How is possession expressed in Spanish?</p> <ul style="list-style-type: none"> Mi hermano. Mis hermanos. Su abuelo. Sus abuelos. 	<ul style="list-style-type: none"> Hispanic family dolls and puppets Blank diagrams of family trees Internet-generated photos for family tree activities Familia Loca – Crazy family activity with celebrity photos <p>Assessment Modes:</p> <p>Interpretive (Knowledge, Application) Students will identify family members Students will apply the correct masculine or feminine article</p> <p>Interpersonal (Knowledge, Application, Comprehension) Students will ask and answer questions regarding the relationships shown in a family tree</p> <p>Presentational (Knowledge, Application, Comprehension) Scenario: The members of your family are all famous celebrities. Create a multicultural family using the family tree outline and share with the class.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Lo que me gusta – What I Like	
	Subject/Grade Level:	Goal 1: The student will be able to compare and contrast animals.	
	World Language Grade 5		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
8-12 days	1.1. Identify animals 1.2. Categorize animals by habitat 1.3. Describe animals by size and color 1.4. State their favorite animals 1.5. Create his/her own animal and write a descriptive sentence (7.1 N.A. 1-4; 7.1 N.B. 1-3; 7.1 N.C. 1-2) and (7.2 N.A 1; 7.2 N.B. 1; 7.2 N.C. 1)	What words can be used to describe animals? <ul style="list-style-type: none"> ¿Quién soy yo? Yo soy _____. Yo vivo en _____. Es grande/mediano/pequeño. Can you describe your favorite animal? <ul style="list-style-type: none"> ¿Cuál es tu animal favorito? Mi animal favorito es _____. 	<ul style="list-style-type: none"> Photo flashcards of animals and their habitats Stuffed animals Animal puppets Teacher-created dialogues Animal cut-outs used for project Flashcards of student-created animals <p>Assessment Modes:</p> <p>Interpretive (Knowledge, Application) Students will match animal pictures with appropriate labels. Students will sort magnetized pictures of animals by habitat. Students will apply the correct masculine or feminine article when describing an animal by gender. Students will express their animal preferences.</p> <p>Interpersonal (Knowledge, Application, Comprehension) Scenario: You are an animal. Describe yourself using color, size, and habitat vocabulary. Your partner must guess who you are.</p> <p>Presentational (Knowledge, Comprehension, Synthesis) Students will create a fictitious animal by combining the head and the body of two different animals. Students will write a sentence describing their animal. Students will share their new animal with their classmates.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Lo que me gusta – What I Like	
	Subject/Grade Level: World Language Grade 5	Goal 2: The student will be able to identify and categorize a large variety of foods by mealtime and apply vocabulary in the context of restaurant scenarios.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8-12 days	<p>2.1. List foods by mealtimes</p> <p>2.2. Express personal feelings and preferences about food, drink, and meals</p> <p>2.3 Compare and contrast foods from various Spanish-speaking countries</p> <p>2.4 Read an actual Spanish language menu and be able to order a meal</p> <p>2.5 Create a restaurant menu</p> <p>2.6 State the cost of foods on a Spanish menu</p> <p>(7.1 N.A. 1-4; 7.1 N.B. 1-3; 7.1 N.C. 1-2) and (7.2 N.A 1; 7.2 N.B. 1; 7.2 N.C. 1)</p>	<p>How does the food of Spain differ from the food of Mexico?</p> <ul style="list-style-type: none"> Spain – paella, tortilla española, tapas Mexico – tacos picantes, enchiladas, quesadillas <p>What questions and responses would you need to know when ordering food in a Spanish-speaking restaurant?</p> <ul style="list-style-type: none"> ¿Qué quiere comer/tomar ____? Me gustaría comer/tomar _____. <p>What are some of the cultural differences of restaurant etiquette and mealtimes?</p> <ul style="list-style-type: none"> Tipping practices Eating hours 	<ul style="list-style-type: none"> Photos and labels of foods Plastic foods Teacher-created songs Menus from Spanish-speaking countries Teacher-created dialogues Student samples of menu projects Number flashcards and charts <p>Assessment Modes:</p> <p>Interpretive (Knowledge, Application, Comprehension)</p> <p>Students will group foods by category</p> <p>Students will sing songs that reinforce foods by mealtime category</p> <p>Students will state whether they like or dislike specific foods</p> <p>Students will look at menus and Internet photos of typical foods from Spain and Mexico and discuss similarities and differences</p> <p>Interpersonal (Knowledge, Application)</p> <p>Scenario:</p> <p>You are in a Spanish restaurant. You must order a meal using your menu, express satisfaction or dissatisfaction with your food, and ask for the check.</p> <p>Presentational (Knowledge, Application)</p> <p>Students will write their own Spanish menu in which they group foods by breakfast, lunch, dinner and dessert. Students will orally present their menu with their classmates.</p>

Curriculum Management System Subject/Grade Level: World Language Grade 5	Topic: Lo que me gusta - What I like Goal 3: The student will be able to express his/her interests and preferences in regard to sports and leisure activities.	
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
<p>3.1 Identify sports and leisure activities (dancing, playing an instrument, reading, etc.)</p> <p>3.2 Name the season in which one typically plays a sport</p> <p>3.3 Exchange information regarding sports and /or extracurricular activities</p> <p>3.4 Express his /her likes or dislikes in regard to sports and leisure activities</p> <p>(7.1 N.A. 1-4; 7.1 N.B. 1-3; 7.1 N.C. 1-2) and (7.2 N.A 1; 7.2 N.B. 1; 7.2 N.C. 1)</p>	<p>How do weather conditions determine the season in which sports are played?</p> <ul style="list-style-type: none"> • ¿A qué deportes juegas? • Juego al ____ en el verano. • Hace buen tiempo en el verano. <p>How do the sports and leisure activities in Spanish-speaking countries differ from those in the US?</p> <ul style="list-style-type: none"> • Fútbol americano • Fútbol • Flamenco dancing • Hip - Hop 	<ul style="list-style-type: none"> • Teacher-created dialogues • TPR (Total Physical Response) • Sports charades • Pictures of current/popular athletes • Sports equipment (balls, etc.) • Photos and chart of seasons <p>Assessment Modes:</p> <p>Interpretive (Knowledge)</p> <p>Students will pantomime sports and leisure activities and orally identify them.</p> <p>Students will match photos of athletes with the sport they play.</p> <p>Students will match sports with appropriate seasons.</p> <p>Interpersonal (Knowledge, Application, Comprehension)</p> <p>Scenario:</p> <p>You are a famous athlete or the TV reporter interviewing the athlete. Ask or respond to a series of questions describing the athlete and sport.</p> <p>Presentational (Knowledge, Application, Comprehension)</p> <p>Students will write a few structured sentences describing a sport or leisure activity that they enjoy.</p>

Suggested days of Instruction	Curriculum Management System	Topic: ¿A dónde vas? – Where are you going?	
	<u>Subject/Grade Level:</u> World Language Grade 6	<u>Goal 1:</u> The student will be able to identify parts of the house/apartment and ask for directions to different locations.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
8-12 days	<p>1.1 Identify the parts and rooms of the house</p> <p>1.2 Navigate through floor plans using direction cues</p> <p>1.3 Identify family members that live in the home</p> <p>1.4 Ask and respond to questions regarding the location of family members in the house</p> <p>1.5 Use descriptive language to discuss the home</p> <p>(7.1 N.A. 1-4; 7.1 N.B. 1-3; 7.1 N.C. 1-2) and (7.2 N.A. 1; 7.2 N.B. 1; 7.2 N.C. 1)</p>	<p>How is positioning of rooms important when designing a house?</p> <ul style="list-style-type: none"> • Cocina should be close to comedor • Cuartos de baños should be close to dormitorios <p>How would you use direction vocabulary to describe location?</p> <ul style="list-style-type: none"> • ¿Dónde está la madre? • La madre está en la cocina. • Está a la derecha/izquierda. 	<ul style="list-style-type: none"> • Photos and labels of the house • House diagrams • Floor plans – samples of students' floor plans • Descriptive paragraphs on rooms of the house • Family puppets • Family pictures and labels <p>Assessment Modes:</p> <p>Interpretive (Knowledge, Application, Comprehension) Students will match internet-generated photos with labels Students will label house diagrams using vocabulary and descriptive words Students will read and translate paragraphs describing rooms of the house</p> <p>Interpersonal (Knowledge, Application) Students will use picture prompts to ask and answer questions about the location of family members in the house</p> <p>Presentational (Knowledge, Application, Synthesis) Scenario: You are an architect. Design a floor plan of a house, making sure that your rooms are in logical positions.</p>

Suggested days of Instruction	Curriculum Management System	Topic: ¿A dónde vas? – Where are you going?	
	Subject/Grade Level: World Language Grade 6	Goal 2: The student will be able to identify parts of the school, subjects, and classroom objects and ask and respond to questions commonly used in the classroom and school environment.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8-12 days	<p>2.1 List parts of school and subjects</p> <p>2.2 Identify classroom objects and respond to teacher commands.</p> <p>2.3 Classify nouns as masculine or feminine</p> <p>2.4 State days of week and months of the year in regard to class schedule</p> <p>2.5 Ask and answer questions about classroom objects and school subjects</p> <p>2.6 Follow direction cues to locate parts of the school on a map</p> <p>(7.1 N.A. 1-4; 7.1 N.B. 1-3; 7.1 N.C. 1-2) and (7.2 N.A 1; 7.2 N.B. 1; 7.2 N.C. 1)</p>	<p>What is the polite way of asking the teacher or a peer for school supplies?</p> <ul style="list-style-type: none"> Necesito un lápiz, por favor. Con permiso, ¿tiene usted un lápiz? <p>How does the typical school schedule from Spain differ from one in America?</p> <ul style="list-style-type: none"> Children go home for lunch Children stay in school later Compare and contrast school subjects 	<ul style="list-style-type: none"> Actual classroom objects Classroom pictures and labels School schedules with Spanish subjects Teacher-created dialogues School maps Scavenger hunt <p>Assessment Modes:</p> <p>Interpretive (Knowledge, Application, Comprehension) Students will match labels with classroom objects Students will respond with appropriate actions when prompted by teacher commands Students will create a class schedule using school subjects, days of the week, and months (Synthesis) Students will categorize nouns as either masculine or feminine and be able to use the appropriate article</p> <p>Interpersonal (Knowledge, Application) Students interview one another about their daily schedule and subjects they study in school Students will ask a peer for school supplies that they need</p> <p>Presentational (Knowledge, Application) Scenario: There is a new student in your class. Use the school floor plan and direction cues to guide your classmate to his/her destination.</p>

Suggested days of Instruction	Curriculum Management System	Topic: ¿A dónde vas? – Where are you going?	
	Subject/Grade Level: World Language Grade 6	Goal 3: The student will be able to name the twenty Spanish – speaking countries, label each country on a map, and explore the cultures and geography of Latin America and Spain.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8-12 days	<p>3.1 Identify each of the Spanish – speaking countries and pronounce them in Spanish</p> <p>3.2 Locate each of the Spanish – speaking countries on a world map and categorize them by regions</p> <p>3.3 State the country when given a geographical or cultural clue</p> <p>(7.1 N.A. 1-4; 7.1 N.B. 1-3; 7.1 N.C. 1-2) and (7.2 N.A 1,2; 7.2 N.B. 1; 7.2 N.C. 1,3)</p>	<p>How has the Spanish language spread through the Americas?</p> <ul style="list-style-type: none"> Spanish conquistadors – Spain “la madre patria” Influence of explorers <p>What are some geographical and cultural characteristics of Central and South America?</p> <ul style="list-style-type: none"> Panama Canal Diverse terrain Indigenous populations Regional similarities and differences 	<ul style="list-style-type: none"> Songs to teach country names and geography Music from various Spanish - speaking countries Country song from “Sing, Dance, and Eat Tacos” Teacher - created maps with Velcro labels Hug – a – Planet globes in Spanish Blank maps for students to label Culture bingo game with Spanish trivia questions Cultural descriptions and information <p>Assessment Modes:</p> <p>Interpretive (Knowledge) Students will sing songs on Central/South America and the Caribbean which list countries in a specific geographical order Students will correctly pronounce the Spanish – speaking countries while listening to the countries song Students will examine Spanish – labeled maps and globes and locate the countries Students will label maps with country names</p> <p>Interpersonal (Knowledge, Application) Students will respond to questions and/or descriptions (given in Spanish) by naming the Spanish – speaking country</p> <p>Presentational (Knowledge, Application, Comprehension) Scenario: You are traveling along the Pan American highway. Describe the countries and cultures you encounter on your way.</p>

Elementary World Language

COURSE BENCHMARKS

Grade 4

1. The student will be able to identify and describe articles of clothing in relationship to weather and seasons and utilize clothing vocabulary in the context of shopping dialogues.
2. The student will be able to exchange basic information of personal identification including greetings and introductions, emotions, and self-description.
3. The student will be able to identify family vocabulary and discuss the relationships amongst family members.

Grade 5

1. The student will be able to compare and contrast animals.
2. The student will be able to identify and categorize a large variety of foods by mealtime and apply vocabulary in the context of restaurant scenarios.
3. The student will be able to express his/her interests and preferences in regard to sports and leisure activities.

Grade 6

1. The student will be able to identify parts of the house/apartment and ask for directions to different locations.
2. The student will be able to identify parts of the school, subjects, and classroom objects and ask and respond to questions commonly used in the classroom and school environment.
3. The student will be able to name the twenty Spanish – speaking countries, label each country on a map, and explore the cultures and geography of Latin America and Spain.