

Fair Lawn Public Schools

Fair Lawn, NJ

SPANISH CURRICULUM

Family Model Spanish

Created: 2012

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Statement of Purpose

The purpose of the world language program at this level involves placing the students in meaningful situations where they have the opportunity to use their language skills for authentic communication purposes. Speaking and listening skills are emphasized. Students are given the opportunity to take risks in the target language in simulated, yet practical situations. Key to the success of this type of language program is allowing the students to feel successful and at the same time be comfortable with making mistakes and being corrected.

Cultural practices and products from people of different parts of the Spanish speaking world are incorporated routinely so that the students may develop a sense of cultural diversity and thereby prepare themselves to become citizens of a global society.

I. Introduction

This course is composed of eight thematic units. Each unit is anchored by an essential question. Instructional procedures, techniques and methods will be differentiated, interactive and characterized by authenticity.

II. Philosophy and Rationale

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and National Standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are:

- The interpretive mode: Students understand and interpret within the appropriate cultural context spoken communication. Examples of one way reading or listening include but are not limited to the cultural interpretation of various sources.
- The interpersonal mode: Students engage in direct oral communication. An example involving two way interactive communications is conversing face-to-face.
- The presentational mode. Students present through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact.

III. Procedures, Techniques, Methods:

A. Student-related

Students engage in conversations, provide and obtain information and express thoughts.

- Students understand and interpret written and spoken language on a variety of topics.
- Students present information, concepts and ideas to an audience of listeners on a variety of topics.
- Students demonstrate an understanding of the relationship between the practices, products and the perspectives of the culture studied.
- Students reinforce and further their knowledge of other disciplines through the new language.

B. Teacher-related

Preparing students to engage in spontaneous conversation requires a number of instructional strategies to help with the development of communication tactics. Some strategies that the teacher might use include:

- Beginning with warm-up activities that lower the inhibitions and provide students with thinking time.
- Providing students with pre-thinking exercises to activate the thought process.
- Providing multiple opportunities for students to practice thinking on their feet without the pressure of being evaluated constantly.

Materials

- Exploring Spanish Third Edition. Joan G. Sheeran, 2008, EMC Publishing.
- Workbook Exploring Spanish Third Edition. Joan G. Sheeran, 2008, EMC Publishing.
- SYMTALK Symbol Cards. 2008, Division of EMC Publishing
- Mis amigos y yo Beginning Spanish Symtalk. Maurice Hazan, 2008, EMC Publishing
- El Día de los Muertos Teachers Discovery DVD
- Las Posadas Teachers Discovery DVD
- Cinco de mayo Teachers Discovery DVD
- Suma y Resta. 2000, Landoll.
- Destrezas Básicas. 2000, Landoll.
- Computer, Internet, Audio Visual Equipment
- Videos from authentic sources

THEMES:

1. Getting to Know You
2. Day of the Dead
3. Let's Count
4. Holiday Celebrations
5. My Family
6. Carnaval
7. Let's Talk (Symtalk)
8. Cinco de Mayo
9. Let's Eat

I. Getting to Know You

A. Essential Questions

1. How do Spanish speaking people greet each other and say goodbye?
2. Where in the world are Spanish speaking people?

B. Objectives: Students will be able to.....

1. Introduce him/herself
2. Greet others
3. Ask others their names
4. Ask about health
5. Respond to questions about names and health
6. Say goodbye to someone
7. Describe things using colors
8. Identify countries where Spanish is spoken

C. Vocabulary:

1. Greetings/Goodbyes
2. Health expressions
3. Colors
4. Spanish speaking countries

D. Suggested Activities and Assessments:

1. Syntalk cards
2. Paired activities
3. Teacher prompted responses
4. Making name-tags
5. Coloring & Labeling the flags of various Spanish speaking countries
6. Play the game "I spy"
7. Color by number
8. Coloring activities

E. World Language Standards

1. Interpretive Mode – 7.1.NM.A. 2 – 5
2. Interpersonal Mode – 7.1.NM.B.2 – 5
3. Presentational Mode – 7.1.NM.C. 2 – 5

II. Day of the Dead

A. Essential Question

1. How do other cultures honor the deceased?

B. Objectives: Students will be able to...

1. understand the Mexican perspective of death
2. participate in activities associated with the Day of the Dead

C. Vocabulary

1. vocabulary associated with this Mexican holiday

D. Suggested Activities & Assessments

1. Paired activities
2. Teacher prompted responses
3. Day of the Dead video
4. Calavera masks
5. pan de muerto

E. World Language Standards

1. Interpretive Mode – 7.1.NM.A. 2 – 5
2. Interpersonal Mode – 7.1.NM.B.2 – 5
3. Presentational Mode – 7.1.NM.C. 2 – 5

III. Let's Count!

A. Essential Question

1. Where do we see numbers everyday?

B. Objectives: Students will be able to...

1. Count in Spanish
2. Associate the Spanish spoken number with its numeric form

C. Vocabulary

1. Numbers

D. Suggested Activities

1. Syntalk cards
2. Flashcards
3. Paired activities
4. Teacher prompted responses
5. dominos
6. bingo dobber
7. egg carton counting with ping-pong balls

E. World Language Standards

1. Interpretive Mode – 7.1.NM.A. 2 – 5
2. Interpersonal Mode – 7.1.NM.B.2 – 5
3. Presentational Mode – 7.1.NM.C. 2 – 5

IV. Holiday Celebrations

A. Essential Questions

1. How do Spanish speaking countries celebrate the holidays?
2. How do celebrations in Spanish speaking countries compare with those in the US?

B. Objectives: Students will be able to...

1. understand how some Spanish speaking countries celebrate the holidays
2. identify the days of the week in Spanish
3. create decorations associated with the holidays in Spanish speaking countries

C. Vocabulary

1. days of the week
2. vocabulary associated with the holidays

D. Suggested Activities

1. Symtalk cards
2. Paired activities
3. Teacher prompted responses
4. Las posadas video
5. Make a piñata
6. Poinsettia legend
7. roscon de reyes
8. Three Kings Day video

E. World Language Standards

1. Interpretive Mode – 7.1.NM.A. 2 – 5
2. Interpersonal Mode – 7.1.NM.B.2 – 5
3. Presentational Mode – 7.1.NM.C. 2 – 5

V. My Family

A. Essential Question

1. Who are the most important people in my life?

B. Objectives: Students will be able to...

1. identify family members
2. identify personal relationship to family members

C. Vocabulary

1. immediate family member vocabulary

D. Suggested Activities

1. Symtalk cards
2. paired activities
3. teacher prompted responses
4. create & label a family portrait
5. family member bingo

E. World Language Standards

1. Interpretive Mode – 7.1.NM.A. 2 – 5
2. Interpersonal Mode – 7.1.NM.B.2 – 5
3. Presentational Mode – 7.1.NM.C. 2 – 5

VI. **Carnaval**

A. Essential Question

1. Are *Mardi Gras* and *Carnaval* the same?

B. Objectives: Students will be able to...

1. Compare and contrast *Mardi Gras* and *Carnaval*
2. understand how *Carnaval* is celebrated

C. Vocabulary

1. vocabulary associated with *Carnaval*

D. Suggested Activities

1. paired activities
2. teacher prompted responses
3. Create a unique *Carnaval* mask

E. World Language Standards

1. Interpretive Mode – 7.1.NM.A. 2 – 5
2. Interpersonal Mode – 7.1.NM.B.2 – 5
3. Presentational Mode – 7.1.NM.C. 2 – 5

VII. **Let's Talk (Symtalk)**

A. Essential Question

1. How can communicating in a new language be fun?

B. Objectives: Students will be able to...

1. Speak in full sentences
2. use pictures and symbols that stand for words and expressions
3. learn the target language naturally

C. Vocabulary

1. colors & friends
2. my things
3. animals
4. taking, new things

D. Suggested Activities

1. Symtalk cards
2. paired activities
3. teacher prompted responses
4. coloring pages

E. World Language Standards

1. Interpretive Mode – 7.1.NM.A. 2 – 5
2. Interpersonal Mode – 7.1.NM.B.2 – 5
3. Presentational Mode – 7.1.NM.C. 2 – 5

VIII. Cinco de mayo

A. Essential Question

1. What is Cinco de mayo?

B. Objectives: Students will be able to...

1. understand the historical significance of Cinco de mayo
2. create decorations typical of the Cinco de mayo celebration

C. Vocabulary

1. Vocabulary associated with Cinco de mayo

D. Suggested Activities

1. teacher prompted responses
2. Cinco de mayo video
3. Students create their own papel picado
4. Students decorate the classroom for Cinco de mayo

E. World Language Standards

1. Interpretive Mode - 7.1.NM.A. 2 – 5
2. Interpersonal Mode - 7.1.NM.B. 2 – 5
3. Presentational Mode - 7.1.NM.C. 2 – 5

IX. Let's Eat

A. Essential Question

1. What new foods can I try?

B. Objectives: Students will be able to...

1. identify basic foods from Spanish speaking countries
2. plan a meal

C. Vocabulary

1. food & beverages
2. place setting/utensils

D. Suggested Activities

1. Symtalk cards
2. paired activities
3. teacher prompted responses
4. create a menu
5. food videos
6. International Day

E. World Language Standards

1. Interpretive Mode – 7.1.NM.A. 2 – 5
2. Interpersonal Mode – 7.1.NM.B. 2 – 5
3. Presentational Mode – 7.1.NM.C. 2 – 5