

NEPTUNE CITY SCHOOL DISTRICT

Spanish Curriculum Grade 6-8



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

**SPANISH
CURRICULUM
GRADE 6-8**

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

Spanish Grades 6-8

Acknowledgements

The Spanish Curriculum for grades 6-8 was developed through the dedicated efforts of Mrs. Jean Leonard, Neptune Middle School Spanish Teacher, with the guidance of the district's curriculum steering committee members including Karen Watt, Department Chairperson for Visual and Performing Arts and World Languages and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

Consultation with Neptune High School Spanish teachers has been considered, and an increased focus on foundational skills (such as numbers, colors, calendar, greetings and basic classroom commands) will be a priority when teaching the language. These focal points will be spiraled throughout each unit to promote repetition and review of fundamental concepts.

This curriculum was written in alignment with the 2020 New Jersey Student Learning Standards for World Language and spirals through three modes of communication: Interpretive, Interpersonal and presentational. It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course, and that they will provide feedback and make recommendations for improvement.

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially-, and culturally conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation for our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent and critical readers, writers, speakers, listeners, and viewers who can comprehend, respond to, and produce across multiple modalities.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

**SPANISH
GRADES 6-8**

COURSE DESCRIPTION

The purpose of the Spanish Grades 6-8 curriculum is to enable students, whether functioning as citizens or workers, to understand the language and culture in a way that allows them to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. This course was designed for the novice-mid language learner. The novice-mid language learner understands and communicates at the word level and can independently identify and recognize words and phrases that bring meaning to text. In addition, the novice-mid language learner observes and participates in culturally authentic activities that contribute to familiarization with cultural products and practices.

During a marking period, students will learn the basic foundation of the language, the vocabulary relating to everyday situations, grammatical concepts to describe people, to express likes and dislikes, and to begin to develop proficiency through basic communication in Spanish. Lessons will engage students in all four competencies: reading, writing, speaking and listening in Spanish, to build proficiency, to become culturally literate, and to prepare students with foundational knowledge for high school Spanish.

This course has no prerequisites.

**SPANISH – GRADES 6-8
CURRICULUM**

Pacing Guide

Unit	Suggested Time Frame	Topics
1	15 to 20 days	Greetings, Farewells, and Numbers
2	20-25 days (approximately 4-5 days for each section)	Describing People, Places, and Things
3	20 to 25 days (approximately 4-5 days for each section)	Global Geography, the Weather and Seasons, the Home, the Family, and Leisure Activities
4	15 to 20 days	Food, Holidays, and Celebrations

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

x	Recognize one's own feelings and thoughts
x	Recognize the impact of one's feelings and thoughts on one's own behavior
x	Recognize one's personal traits, strengths and limitations
x	Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

x	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
	Recognize the skills needed to establish and achieve personal and educational goals
	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

x	Recognize and identify the thoughts, feelings, and perspectives of others
x	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
x	Demonstrate an understanding of the need for mutual respect when viewpoints differ
	Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision Making

x	Develop, implement and model effective problem solving and critical thinking skills
x	Identify the consequences associated with one's action in order to make constructive choices
x	Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

x	Establish and maintain healthy relationships
x	Utilize positive communication and social skills to interact effectively with others
	Identify ways to resist inappropriate social pressure
x	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
x	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Plan Title	Unit 1: Greetings, Farewells, and Numbers
Suggested Time Frame	15-20 days

Overview/Rationale

In this unit, students will be taught the importance of learning Spanish in their future careers. They will be introduced to basic vocabulary for greetings, farewells, common courtesies, and be able to ask and give personal information. They will understand the importance of how to "break the ice" and to communicate in Spanish. Basic math operations, using numbers from 0-100 will be covered as well.

Stage 1 – Desired Results

Established Goals:

Mission: World language education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Vision: An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace;
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems; and
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

New Jersey Student Learning Standards for World Languages (2020):

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s)

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave-takings.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Essential Questions:

Enduring Understandings:

<ul style="list-style-type: none"> ● How can my communication with a Spanish speaker be more meaningful if I speak his or her language? ● What is the importance of knowing Spanish to benefit your own native language skills? ● Why is it important to engage in conversations in Spanish in order to express feelings, opinions, and ideas? ● How can understanding math concepts in Spanish help students in the math classroom? 	<p><i>By the end of this unit, students will understand...</i></p> <ul style="list-style-type: none"> ● Words and phrases have unique connotations that vary from language to language. ● Language skills are transferable and learning new languages can serve as a cognitive exercise. ● Language is communicative by nature and as such must be practiced orally to truly gain proficiency. ● Numbers in the target language improve cognitive skills and the basics for math understanding. This includes knowledge of days of the week, months of the year, and how to create a calendar in Spanish, as well as basic math operations.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● the countries where Spanish is spoken. ● the importance of learning Spanish and how it will improve their employment opportunities. ● the Spanish alphabet and the unchanging pronunciation of Spanish vowels. ● proper Spanish pronunciation. ● what a cognate is. ● several ways of saying “hello” and “goodbye” in Spanish. ● how to ask how someone is feeling. ● vocabulary related to age. ● numbers from 1-100 in Spanish. ● the present indicative tense of the verb to be (<i>ser</i>). ● how to ask the name, residence, age, and birthday of someone. ● subject pronouns in Spanish. ● gestures and ways of approaching others in the target culture. ● how to use numbers from 0 to 100 in Spanish to talk about age, and also how to do basic math operations. ● calendar vocabulary. ● likes and dislikes in Spanish. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● find a Spanish-speaking country on a map. ● identify careers in which knowing a foreign language will bring great advantages in a future job search. ● correctly pronounce the Spanish alphabet. ● recognize cognates in Spanish. ● greet others in Spanish using idiomatic expressions. ● use typical farewells. ● ask someone how they are feeling. ● ask someone’s age and say their own. ● count to 100 in Spanish. ● use the form of the verb <i>to be (ser)</i> in the present indicative form: I am, you are, he/she is, we are, they are. ● answer the expressions “¿Cómo te llamas?” “¿Cómo se llama?” and “¿Cómo se llaman?” to inquire about the names of others. ● use subject pronouns when speaking. ● approach others using “ice-breaker” expressions such as: “hola,” “buenos días,” “buenas tardes,” “buenas noches,” “¿Cómo estás?”, por favor, perdón, disculpa, etc. ● ask others: “¿Cómo te llamas?, ¿Cómo estás?, ¿Dónde vives?, ¿Cuántos años tienes?, ¿Cuál es tu cumpleaños?”

	<ul style="list-style-type: none"> ● answer the above questions with: Yo me llamo..., Yo estoy..., Yo vivo..., Yo tengo..., Mi cumpleaños es... ● ask and say when someone's birthday is, using calendar vocabulary. ● interact with others with customary approaches. ● say, write, and repeat numbers from 0-100 in Spanish and use them in basic math operations such as <i>sumar</i>, <i>más</i>, <i>restar</i>, <i>menos</i>, <i>multiplicar por</i> and <i>dividir por</i>. ● name and talk about likes and dislikes in Spanish. Me gusta(n), no me gusta(n) <p>Note: (n) = plural form of the verb.</p>
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Career Readiness, Life Literacies, and Key Skills (2020)

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies (2020):
 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

New Jersey Student Learning Standards for Math (2020):

- Counting and Cardinality (CC)
- Numbers and Operations in Base Ten (NBT)

Computer Science and Design Thinking (2020)

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Making Connections to Careers

Proficiency in a world language is a benefit to many jobs/careers. Below is a list, teachers can feel free to add additional jobs. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Actor - a person who portrays characters in theater, film, television and other performing arts
- Lawyer - a person who advises, counsels or advocates for others in the context of legal rights and expectations
- Teacher - a person who helps others acquire knowledge
- Private tutor or online tutor
- Interpreter/translator
- Professor - a teacher in a college or university
- Orator - a professional public speaker who is eloquent and skilled
- YouTuber or podcaster or blogger
- Children's book writer
- Tour guide

Student Resources

Exploring Spanish Textbook - Third Edition, Joan G. Sheeran, 2008, EMC Publishing. Authentic periodicals and books in the Spanish language, as appropriate for the students' ability levels.

Teacher-generated resources and other internet resources provided by the district.

Technology: Computer/Internet/Web Resources Chromebooks

<https://www.youtube.com/watch?v=TZ0bPXFHiiY> (greetings practice)

<https://www.youtube.com/watch?v=QWEXFfqrh7w> (basic greetings and pronunciation)

https://www.youtube.com/watch?v=IvkapUiY_wE ("Basic Greetings in Spanish: Greeting Others and Introducing Yourself")

www.youtube.com/watch?v=hyLl_0d0EBw ("Spanish for Beginners/Spanish 101", alphabet pronunciation)

<https://www.spanishdict.com/> - for word look-up and pronunciation practice

<https://www.duolingo.com/> - to practice basic greetings

Teacher Resources

Websites: Vocabulary:

<http://www.esaudio.net/vocabulary/>

<http://studyspanish.com>

<http://spanishspanish.com>

Videos: Youtube

<https://www.youtube.com/watch?v=Y4T7wiigjeg&list=RDCMUC3I2scc15jBct61vlxt3zcw&index=5> (the alphabet)

<http://youtu.be/GkXQkVNrBUE> (Basic greetings)

<https://www.youtube.com/watch?v=m9eaWTKrBDk> (Señor Jordan, saludos y despedidas)

<https://www.youtube.com/watch?v=27PqTadLJx0&list=RDCMUC3I2scc15jBct61vlxt3zcw&index=3> (Learn Spanish - Basic Conversation, Beginner)

http://youtu.be/_u5oBwZsfgg (0-30)

<https://www.youtube.com/watch?v=KRWdgMUWM-M> (1-20)

Texts and Supplemental Workbooks:

Instructional Fair Reproducible Workbooks: Instructional Fair, by Winnie Waltzer-Hackett
Spanish: Middle School High School, 100+ Series: Carson-Dellosa Publishing, LLC, 1995, 100

reproducible activities

Complete Spanish Step-by-Step: Barbara Bregstein, McGraw-Hill Education, 2016, reproducible activities.

Spanish: Middle/High School (Skills for Success): Worksheets - Frank Schaffer Publications/Carson-Dellosa Publications

Stage 2 – Assessment Evidence

Pre-Assessment:

- Informal, ongoing observations of students
- Reading and listening comprehension

Formative Assessments:

- Responses to oral questioning using rubrics
- Conversation practice directly related to unit vocabulary (in whole-group settings and in pairs)
- Discussions, role-play of situations

Summative Assessment

- Performance of dialog for the class
- Presentation of projects to the class
- Projects
- Oral assessments using rubrics
- Chapter quiz (written and oral)
- Vocabulary quizzes (written and oral)

Performance Evidence

- Students can interpret the vocabulary and generate conversations on various unit topics.

Stage 3 - Learning Plan

Teachers will design learning activities that will enable their students to develop these practices in conjunction with the skills reflected in the core ideas and performance expectations.

- Students will communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Students will use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Students will use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Students will use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Students will use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Teachers will create activities that develop insight into the nature of language and culture in order to interact with cultural competence.
- Teachers will encourage students to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. The teacher will encourage students to set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Instructional Strategies and Suggested Learning Activities

- Teacher-generated materials will be used to reinforce interpretive, interpersonal, and presentational communication, such as a multimedia presentation, teacher prompts, picture prompts of questions, products, etc.
- Indicate on a map and hold discussion about countries where Spanish is spoken, and how prevalent Spanish is in the U.S.
- Discuss with students what they know about the language/culture.
- Emphasize the importance of learning a foreign language, and how it will improve employment opportunities.
- Direct instruction of pronunciation, alphabet, vowels, greetings, courtesy expressions, and numbers vocabulary, as well as important grammatical concepts and expressions using a PowerPoint presentation.
- Introduce the concept of cognates and give examples.
- Discussion of customary cultural interactions.
- Students practice pronunciation of the alphabet, vowels, greetings, courtesy, and numbers vocabulary.
- Students will introduce themselves to each other and to the teacher.
- Completion of number chart.
- Completion of basic math operations.
- Teacher-directed lesson on the days of the week and months of the year.
- Students practice the days of the week and months of the year.
- Students will complete a chart with the days of the week and months of the year.
- Show video clips relating to unit vocabulary.
- Dialogs and conversations will be used and promoted throughout the classroom among students.
- Students complete teacher-generated and other worksheets to practice the vocabulary.
- Have the students practice the vocabulary with peers.
- Have students interact in a dialog-conversation using the vocabulary taught.
- Discuss the vocabulary and translate it.
- Drill situations throughout the classroom, where students use the new vocabulary to acquaint themselves with others
- Students create original dialogs to present to class.
- Incorporate cooperative learning groups.

Unit Plan Title	Unit 2 - Describing People, Places, and Things
Suggested Time Frame	20-25 days (approximately 4-5 days for each section)

Overview/Rationale

Students will be able to describe people and things. Students will also be able to talk about more than one person or thing, identify classroom objects, respond to and say classroom commands, identify parts of the body, tell time and identify colors. Students will develop a better understanding of Spanish sentence structure with the singular and plural forms of adjectives, the definite articles *el, la, los, and las* (the 4 ways to say *the*), and the indefinite articles *un, una (a/an)* and *unos and unas (some)*.

Students will be able to use in writing and in conversation the singular and plural forms of the verb *ser* (to be), and the question words *quién, qué, dónde, cuándo, cómo, and por qué* (who, what, where, when, how and why) when describing people or things. Students will learn the importance of the gender of nouns in Spanish grammar. They will also be able to discuss some differences between schools in the United States and in Spanish-speaking countries.

Stage 1 – Desired Results

Established Goals:

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Vision: An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace;
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
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7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave-takings.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How important is it to know the surroundings in the classroom environment, the objects that students manage daily? ● How are commands utilized throughout daily routines? ● Why is it necessary to know the time, and the different time zones within the United States and other countries? 	<p>Enduring Understandings: <i>By the end of this unit, students will understand...</i></p> <ul style="list-style-type: none"> ● that the names of everyday objects allow students to communicate with others more easily. ● giving and responding to commands and directions in Spanish helps build fluency. ● that knowing the names of body parts, clothing and colors allows students to communicate with others more easily. ● that knowledge of time zones and cultural practices based on time help students understand other cultures.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● the names of various classroom objects. ● certain classroom commands. ● colors in Spanish. ● how to ask and talk about the color of a classroom object. ● two of the four ways of saying “<i>the</i>” in Spanish. ● two ways of saying <i>a, an</i> in Spanish. ● Spanish phrases for asking and saying “What’s this?” and “It’s a ...” in the classroom. ● some forms of the verb “to have.” ● question words: <i>quién, qué, dónde, cuándo, cómo</i> and <i>por qué</i> (<i>who, what, where, when, how</i> and <i>why</i>). ● what school is like in Mexico. ● colors ● possessive adjectives. ● Spanish numbers 1-100. ● the importance of time zones and telling time. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● identify classroom objects and their colors. ● respond to certain classroom commands. ● use the Spanish phrases “<i>¿De qué color es?</i>” (What color is it?) and “<i>Es <u>color</u>.</i>” (It’s <u>[color]</u>) to talk about the color of objects. ● choose the correct form of saying <i>the</i> in Spanish (<i>el, la, los</i> and <i>las</i>) when speaking or writing about classroom objects. ● choose the correct form of saying <i>a</i> or <i>an</i> in Spanish (<i>un</i> or <i>una</i>) and <i>some</i> (<i>unos</i> or <i>unas</i>) when speaking about classroom objects, parts of the body, or clothing. ● use the Spanish phrases <i>¿Qué es esto?</i> and <i>Es un/a...</i> (<i>What’s this?</i> and <i>It’s a...</i>) to ask and say what something is. ● ask questions about various topics. ● create a Venn diagram comparing and contrasting American and Hispanic schools. ● correctly use the verb <i>tener</i> (to have) in conversation. ● use possessive adjectives. ● count to 100 in Spanish. ● identify the time in the United States and other Spanish-speaking countries.

Career Readiness, Life Literacies, and Key Skills (2020)	
<p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one’s career and personal</p>	

growth.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies (2020)

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

New Jersey Student Learning Standards for Math (2020):

- Counting and Cardinality (CC)
- Numbers and Operations in Base Ten (NBT)

Computer Science and Design Thinking (2020)

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Student Resources

Exploring Spanish worksheets

Vocabulary lists, worksheets and study guides will be provided for every section of this unit.

Exploring Spanish textbook

Third Edition, Joan G. Sheeran, 2008, EMC Publishing.

Supporting Text Pages

Pg. 137 (the body)

Pg. 151 (clothing)

Pg.165 (colors and time)

Computer/Internet/Web Resources

Chromebooks

Youtube videos:

<https://www.learnspanishfeelgood.com/verbs-ser-present1.html> (practice using the verb *ser*)

Websites for practice:

<https://www.quia.com/jg/690352.html> (Spanish colors)

<https://www.quia.com/jg/681074.html> (classroom objects)

<https://www.quia.com/jg/689905.html> (telling time)

<https://quizlet.com/573097/spanish-question-words-flash-cards/> (question words)

<https://quizlet.com/subject/vocabulary-spanish-gender-practice/> (gender practice)

<https://www.learnspanishfeelgood.com/spanish-articles.html> (definite and indefinite articles)

Teacher Resources

Texts and Workbooks:

Exploring Spanish textbook Third Edition, Sheeran, 2008, EMC Publishing

Exploring Spanish workbook Sheeran/McCarthy, 2008, EMC Publishing

Building Spanish Vocabulary Cynthia Downs, 2003, Carson-Dellosa

Spanish: Middle/High School (100 Reproducible Activities) Rose Thomas, Instructional Fair, 1995

Spanish: Middle/High School (Skills for Success) Frank Schaffer Publications/Carson-Dellosa Publications

Ven conmigo, Level 1 textbook and workbook Holt Spanish, Level 1, 1998

Teach Them Spanish Workbook

Online Resources:

https://www.youtube.com/watch?v=kkvp_Ec2liI (*ser*)

<https://www.youtube.com/watch?v=fre-Vd438Ok> (gender)

<https://www.youtube.com/watch?v=fre-Vd438Ok> (question words)

<https://www.youtube.com/watch?v=cXILiLIG-1A> (colors)

<https://www.youtube.com/watch?v=YI0Rc-8WsQo&t=132s> (telling time)

<https://www.youtube.com/watch?v=KeX5TjsF700> (classroom objects)

<https://www.youtube.com/watch?v=oNC80-BGQuc> (classroom objects)

<https://www.youtube.com/watch?v=o3ldEPDcZhM> (definite articles)

<https://www.youtube.com/watch?v=9sIsmnNYYKA> (indefinite articles)

Stage 2 – Assessment Evidence**Pre-Assessment:**

- Informal, ongoing observations of students
- Reading and listening comprehension
- Check knowledge of Unit 1 vocabulary

Formative Assessments

- Responses to oral questioning using rubrics
- Conversation practice directly related to unit vocabulary (in whole-group settings and in pairs)
- Discussions, role-play of situations
- Worksheets
- Projects
- Vocabulary quizzes (oral and written)
- Chapter quizzes (oral and written)

Summative Assessment

- Performance of dialog for the class
- Presentation of projects to the class
- Oral assessments using rubrics
- End-of-quarter assessment

Performance Evidence

- Students can interpret the vocabulary and generate conversations on various unit topics.

Stage 3 - Learning Plan

Teachers will design learning activities that will enable their students to develop these practices in conjunction with the skills reflected in the core ideas and performance expectations.

- Students will communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Students will use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Students will use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Students will use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Students will use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Teachers will create activities that develop insight into the nature of language and culture in order to interact with cultural competence.
- Teachers will encourage students to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- Teachers will encourage students to set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Instructional Strategies/Suggested Learning Activities:

- Dialogs and conversations will be used and promoted throughout the classroom among students.
- Have the students practice the vocabulary with peers.
- Have students interact in a dialog-conversation using the vocabulary taught.
- Discuss the vocabulary and translate it.
- Drill situations throughout the classroom, where students use the new vocabulary to acquaint themselves with others
- Students create original dialogs to present to class.
- Incorporate cooperative learning groups.
- Have students interact in a dialog-conversation using the vocabulary taught.
- Discuss the vocabulary and translate it.
- Use vocabulary drills in which the students use the new vocabulary to acquaint themselves with the Spanish words for objects in the classroom, colors, telling time, clothing, and parts of the body.
- Watch a video in Spanish which contains the vocabulary. Students listen for specific words.
- Competitions using vocabulary.
- Students create original dialogs to present to class.
- Informal, random conversations with students using the vocabulary.
- Students create digital flashcards of vocabulary with picture cues.
- Students create a video using the current vocabulary.
- Students create original sentences using the current vocabulary.
- Teacher will introduce vocabulary and model pronunciation by direct instruction on the following topics: definite and indefinite articles, verbs, classroom objects, clothing, colors, parts of the body, and time. Vocabulary will be presented in a PowerPoint presentation.
- Teacher-generated materials will be used to reinforce interpretive, interpersonal, and presentational communication, such as a multimedia presentation, teacher prompts, picture prompts of questions, products, etc.

New Vocabulary, Verbs, Phrases, and Question Words for Classroom Objects Section of Unit

<i>el bolígrafo</i>	<i>pen</i>
<i>el papel</i>	<i>paper</i>
<i>el lápiz</i>	<i>pencil</i>
<i>el borrador</i>	<i>eraser</i>
<i>la mochila</i>	<i>bookbag</i>
<i>la pizarra</i>	<i>board</i>
<i>el mapa</i>	<i>map</i>
<i>la mesa</i>	<i>table</i>
<i>la silla</i>	<i>chair</i>
<i>las tijeras</i>	<i>scissors</i>
<i>la puerta</i>	<i>door</i>
<i>el sacapuntas</i>	<i>pencil sharpener</i>
<i>la ventana</i>	<i>window</i>
<i>la bandera</i>	<i>flag</i>
<i>el escritorio/el pupitre</i>	<i>desk</i>

Note: Additional vocabulary related to classroom objects may be added as needed.)

Verbs and Phrases:

<i>Yo tengo</i>	<i>I have</i>
<i>Tú tienes</i>	<i>you have</i>
<i>Él/ella/Ud. tiene</i>	<i>he/she/you [formal] have</i>
<i>Nosotros tenemos</i>	<i>we have</i>
<i>Ellos/ellas/Uds. tienen</i>	<i>they/you all have</i>

Question Words:

<i>Quién?</i>	<i>Who?</i>
<i>¿Qué?</i>	<i>What?</i>
<i>¿Dónde?</i>	<i>Where?</i>
<i>¿Cuándo?</i>	<i>When?</i>
<i>¿Cómo?</i>	<i>How?</i>
<i>¿Por qué?</i>	<i>Why?</i>

Grammar:

- Compare and contrast English and Spanish word order when describing the color of a classroom object.
- Singular and plural definite articles: *el, la, los, and las* (the), the singular indefinite articles *un and una* (a, an), and plural indefinite articles (*unos and unas*) (meaning some) will be taught. Comparisons will be made when introducing this vocabulary.
- Show the following video demonstrating the above concept:
<http://www.youtube.com/watch?v=JTIVsSAu8uc> (Es un/una + classroom vocabulary.)
- Introduce colors: <http://www.youtube.com/watch?v=JTIVsSAu8uc>
- Introduce the verb *tener* (to have) to prepare for conversations.
- Engage students in a whole-group conversation about which classroom objects they have on their desk (including the colors). Incorporate question words into the conversation.
- In pairs, give students a speaking assignment to discuss in Spanish the items they have in their desks. Students may also do a written inventory of 5 items that they have with them in Spanish using the verb *tener* (to have).
- Check understanding with a random Q&A of classroom objects.
- Role-play a scripted situation.

- Students will create an original short skit or conversation about Americans buying school supplies in a Mexican store and create a poster with items labeled in Spanish.

New Vocabulary for Classroom Commands Section of Unit:

Using the Total Physical Response method, have the class act out the following classroom commands:

<i>Levántense./De pie.</i>	<i>Stand up.</i>
<i>Siéntense.</i>	<i>Sit down.</i>
<i>Levanten la mano.</i>	<i>Raise your hand.</i>
<i>Bajen las manos.</i>	<i>Put your hands down.</i>
<i>Silencio.</i>	<i>Quiet.</i>
<i>Escuchen.</i>	<i>Listen.</i>
<i>Escriban.</i>	<i>Write.</i>
<i>Repitan.</i>	<i>Repeat.</i>
<i>Dilo en español.</i>	<i>Say it in Spanish.</i>
<i>Saca el papel.</i>	<i>Take out the paper.</i>
<i>Cierra el libro.</i>	<i>Close the book.</i>
<i>Lee.</i>	<i>Read.</i>
<i>Completa las frases.</i>	<i>Complete the sentences.</i>
<i>Pasa a la pizarra.</i>	<i>Go to the board.</i>
<i>Habla.</i>	<i>Speak/Talk.</i>

(Note: More vocabulary related to classroom commands may be added as needed.)

- Practice classroom commands regularly.

New Vocabulary for Parts of the Body Section of Unit:

<i>la cabeza</i>	<i>head</i>
<i>pelo/el cabello</i>	<i>hair</i>
<i>la cara</i>	<i>face</i>
<i>las orejas</i>	<i>ears</i>
<i>los ojos</i>	<i>eyes</i>
<i>la nariz</i>	<i>nose</i>
<i>las mejillas</i>	<i>cheeks</i>
<i>la barbilla</i>	<i>chin</i>
<i>la boca</i>	<i>mouth</i>
<i>los dientes</i>	<i>teeth</i>
<i>el cuello</i>	<i>neck</i>
<i>los hombros</i>	<i>shoulders</i>
<i>los brazos</i>	<i>arms</i>
<i>las manos</i>	<i>hands</i>
<i>los dedos</i>	<i>fingers</i>
<i>las piernas</i>	<i>feet</i>
<i>las rodillas</i>	<i>knees</i>
<i>los pies</i>	<i>feet</i>

Verbs for Parts of the Body Unit:

Introduce the verb (*llevar*) (*to wear*) in its various forms. Also introduce the words *izquierda* and *derecha* (*left* and *right*).

(Note: More vocabulary related to the parts of the body may be added as needed.)

Listening comprehension activity:

Using the Total Physical Response method, have the class point to various parts of the body. Incorporate *izquierda* and *derecha* (*left and right*).

New Vocabulary for Clothing Section of Unit:

<i>la camisa</i>	<i>shirt</i>
<i>los pantalones</i>	<i>pants</i>
<i>los guantes</i>	<i>gloves</i>
<i>la chaqueta</i>	<i>jacket</i>
<i>el suéter</i>	<i>sweater</i>
<i>los zapatos</i>	<i>shoes</i>
<i>los calcetines</i>	<i>socks</i>
<i>los pantalones cortos</i>	<i>shorts</i>
<i>la sudadera</i>	<i>sweatshirt</i>
<i>la blusa</i>	<i>blouse</i>

Note: More vocabulary related to clothing may be added as needed. Also introduce singular and plural possessive adjectives: *mi/mis, tu/tus, nuestro/nuestra, nuestros/nuestras, su/sus* (my, your, our, their).

Verbs and Phrases for Clothing Section of Unit:

Introduce the verb (*llevar*) (*to wear*) in its various forms. Also, review *yo tengo, tú tienes, etc.* (*I have, you have, etc.*), *¿Qué es esto?* (*What's this?*), *Es un/una (object)*. (*It's a ____.*) *¿De qué color es/son?* (*What color is it/are they?*)

New Vocabulary for Telling Time Section of Unit

Es la/Son las (*It's ____ o'clock*), *Es a la/Es a las* (*It's at ____ o'clock*); *y cuarto* (*__:15*); *y media* (*__:30*); *en punto* (*on the dot*); numbers 1-60.

Verbs and Phrases for Telling Time:

Review of the verb *ser* (*to be*); *¿Qué hora es?* (*What time is it?*); *A qué hora es?* (*At what time is it?*)

- Compare and contrast in a discussion about how other cultures view the concept of time and how living in different time zones may affect daily life.
- Review unit vocabulary daily with conversation practice, worksheets, games (such as Quizlet and Kahoot!), and Smart Board activities.

Unit Plan Title	Unit 3: Global Geography, the Weather and Seasons, the Home, the Family, and Leisure Activities
Suggested Time Frame	15-20 days

Overview/Rationale
<p>Students will examine the geography and cultural aspects of Spanish-speaking countries all over the world. Food, holidays, arts, folklore, history and personalities will be discussed. Students will also learn how to describe weather and the seasons.</p>

Stage 1 – Desired Results
<p>Established Goals:</p> <p>Mission: World language education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.</p> <p>Vision: An education in world languages fosters a population that:</p> <ul style="list-style-type: none"> ● Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace;

- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems; and
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

New Jersey Student Learning Standards for World Languages (2020):

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave-takings.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Essential Questions:

- What are the major cultural similarities and differences between Hispanic countries and the United States?
- How does geography influence the culture and leisure activities of Hispanic countries?

Enduring Understandings:

By the end of the unit, students will understand that...

- there is a variety of similarities and differences between the United States and Hispanic culture. Many of these are based on the specific Hispanic country in question.
- that the variety of geographical features in Hispanic countries accounts for cultural and linguistic differences.

Knowledge:

Students will know...

- the expansion of Spanish-speaking culture and language in the world.
- the different languages, dialects, and
- the influence of Hispanic culture in the United States society.
- the important cultural aspects of Spanish-speaking countries.
- day-to-day living of the Hispanic population: housing, family, and recreational activities.

Skills:

Students will be able to...

- describe and recognize the countries where the Spanish language is spoken.
- differentiate the ways some Hispanic people speak, depending on the country where he/she lives.
- understand the influences which Hispanic culture has had on the United States.
- compare and contrast day-to-day living in Hispanic countries with that of the United States.

Career Readiness, Life Literacies, and Key Skills (2020)

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies (2020)

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

New Jersey Student Learning Standards for Math (2020):

- Counting and Cardinality (CC)
- Numbers and Operations in Base Ten (NBT)

Computer Science and Design Thinking (2020)

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Student Resources

Exploring Spanish Worksheets

Vocabulary lists, worksheets, and pre-developed study guides will be provided for every section of this unit.

Exploring Spanish Textbook

Third Edition, Joan G. Sheeran, 2008, EMC Publishing.

Supporting Text Pages

Pg. 191 (weather and seasons)

Pg. 205 (calendar)

Computer/Internet Resources

Chromebooks

Youtube videos:

<https://www.learnspanishfeelgood.com/verbs-ser-present1.html> (practice using the verb *ser*)

Websites for practice:

<https://www.quia.com/jg/690352.html> (Spanish colors)

<https://www.quia.com/jg/681074.html> (classroom objects)

<https://www.quia.com/jg/689905.html> (telling time)

<https://quizlet.com/573097/spanish-question-words-flash-cards/> (question words)

<https://quizlet.com/subject/vocabulary-spanish-gender-practice/> (gender practice)

<https://www.learnspanishfeelgood.com/spanish-articles.html> (definite and indefinite articles)

Teacher Resources

Exploring Spanish textbook

Third Edition, Sheeran, 2008, EMC Publishing

Exploring Spanish workbook

Sheeran/McCarthy, 2008, EMC Publishing

Building Spanish Vocabulary

Cynthia Downs, 2003, Carson-Dellosa

Spanish: Middle/High School (100 Reproducible Activities)

Rose Thomas, Instructional Fair, 1995

Spanish: Middle/ High School (Skills for Success)

Frank Schaffer Publications/Carson-Dellosa Publications

Ven conmigo, Level 1 textbook and workbook

Holt Spanish, Level 1, 1998

Teach Them Spanish

Workbook

Online Resources

https://www.youtube.com/watch?v=ursF_sAQCjE (calendar vocabulary)

<https://www.youtube.com/watch?v=JecnwzphFOw&t=84s> (question words)

<https://www.youtube.com/watch?v=cRo55O9Zaic> (likes/dislikes vocabulary)

<https://www.youtube.com/watch?v=oQh19q4Io1E&t=26s> (the verb *ir*, *to go*)

(Note: Additional resources may be added as needed.)

Stage 2 – Assessment Evidence

Pre-Assessment:

- Informal, ongoing observations of students
- Reading and listening comprehension
- Check knowledge of Units 1 and 2 vocabulary

Formative Assessments

- Responses to oral questioning using rubrics
- Conversation practice directly related to unit vocabulary (in whole-group settings and in pairs)
- Discussions, role-play of situations
- Worksheets
- Projects
- Vocabulary quizzes (oral and written)
- Chapter quizzes (oral and written)

Summative Assessment

- Performance of dialog for the class
- Presentation of projects to the class
- Oral assessments using rubrics
- End-of-quarter assessment

Performance Evidence

- Students can interpret the vocabulary and generate conversations on various unit topics.

Stage 3 – Learning Plan

Teachers will design learning activities that will enable their students to develop these practices in conjunction with the skills reflected in the core ideas and performance expectations.

- Students will communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Students will use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Students will use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Students will use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Students will use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Teacher will create activities that develop insight into the nature of language and culture in order to interact with cultural competence
- Teachers will encourage students to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Teachers will encourage students to set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
- Dialogs and conversations will be used and promoted throughout the classroom among students.

Instructional Strategies/ Suggested Learning Activities

- Students will create a poster/brochure with a selected Spanish country of their choice. They will use the internet and district approved rubric to find selected data about the country.
- Students will present their findings and share them with the whole class.
- Students on the lower levels will create pictorial depiction of parts of the house, using the vocabulary taught in Spanish.
- Students will create a poster/weekly forecast, using the days of the week and the vocabulary provided/learned.
- Students may have the opportunity to interview a student from the ESL class.
- Teacher will introduce vocabulary and model pronunciation by direct instruction on the following topics: global geography, weather, seasons, Vocabulary will be presented in a PowerPoint presentation, a video, and by using the Total Physical Response method.
- Teach students the names of various capitals of South American countries.
- Have students repeat the vocabulary in Spanish.
- Have students create original dialogs in Spanish, using the above vocabulary in various ways.
- Have students research climate-related topics.
- T.P.R. will be used to help students to develop critical thinking and respond to questions in Spanish.
- Have students discuss the vocabulary and the cultural topics.
- Have students compare and contrast the foreign culture with their own.

New Vocabulary – global geography:

<i>mundo</i>	<i>world</i>
<i>continente</i>	<i>continent</i>
<i>país</i>	<i>country</i>
<i>isla</i>	<i>island</i>
<i>río</i>	<i>river</i>

<i>lago</i>	<i>lake</i>
<i>montaña</i>	<i>mountain</i>
<i>mar</i>	<i>sea</i>
<i>océano</i>	<i>ocean</i>

Important Cities: México D.F., Madrid, Barcelona, San Juan, Santo Domingo, etc.

New Vocabulary – The Weather

<i>Hace sol/está soleado.</i>	<i>It's sunny.</i>
<i>Hace calor/está caliente.</i>	<i>It's hot.</i>
<i>Hace fresco/está fresco.</i>	<i>It's cool.</i>
<i>Hace frío.</i>	<i>It's cold.</i>
<i>Está nublado.</i>	<i>It's cloudy.</i>
<i>Llueve./Está lloviendo.</i>	<i>It's raining.</i>
<i>Nieva./Está nevando.</i>	<i>It's snowing.</i>
<i>Yo tengo frío...</i>	<i>I'm cold.</i>
<i>Yo tengo calor...</i>	<i>I'm hot.</i>

Review of Vocabulary: The Days of the Week:

<i>lunes</i>	<i>Monday</i>
<i>martes</i>	<i>Tuesday</i>
<i>miércoles</i>	<i>Wednesday</i>
<i>jueves</i>	<i>Thursday</i>
<i>viernes</i>	<i>Friday</i>
<i>sábado</i>	<i>Saturday</i>
<i>domingo</i>	<i>Sunday</i>

Review of Vocabulary: The Months of the Year:

<i>enero</i>	<i>January</i>
<i>febrero</i>	<i>February</i>
<i>marzo</i>	<i>March</i>
<i>abril</i>	<i>April</i>
<i>mayo</i>	<i>May</i>
<i>junio</i>	<i>June</i>
<i>julio</i>	<i>July</i>
<i>agosto</i>	<i>August</i>
<i>septiembre</i>	<i>September</i>
<i>octubre</i>	<i>October</i>
<i>noviembre</i>	<i>November</i>
<i>diciembre</i>	<i>December</i>

New Vocabulary: The Seasons of the Year:

<i>la primavera</i>	<i>spring</i>
<i>el verano</i>	<i>summer</i>
<i>el otoño</i>	<i>fall</i>
<i>el invierno</i>	<i>winter</i>

Review of the verb *tener* (to have) in the context of family:

<i>Yo tengo</i>	<i>I have</i>
<i>Tú tienes</i>	<i>you have</i>
<i>Él/ella tiene</i>	<i>he/she/ has</i>
<i>Nosotros tenemos</i>	<i>we have</i>
<i>Ellos/ellas tienen</i>	<i>they have</i>

Likes and Dislikes Vocabulary Review:

<i>Me gusta(n)/No me gusta(n)</i>	<i>I like/I don't like</i>
<i>Te gusta(n)/No te gusta(n)</i>	<i>You like/You don't like</i>
<i>Le gusta(n)/No le gusta(n)</i>	<i>He/she/you [formal] like or don't like</i>
<i>Nos gusta (n)/No nos gusta(n)</i>	<i>We like/We don't like</i>
<i>Les gusta(n)/No les gusta(n)</i>	<i>They/you all like or don't like</i>

The verb ir (to go):

<i>Yo voy</i>	<i>I go</i>
<i>Tú vas</i>	<i>you go</i>
<i>Él/ella/Ud. va</i>	<i>he/she goes/you [formal] go</i>
<i>Nosotros vamos</i>	<i>we go</i>
<i>Ellos/ellas van</i>	<i>they/you all go</i>

(Note: Additional vocabulary and activities related to the above topics may be added as needed)

Unit Plan Title	Unit 4 - Food, Holidays, Celebrations, and Amistad
Suggested Time Frame	Approximately 15 days

Overview/Rationale

This unit focuses on food and its place in cultural celebrations and events. It introduces basic food items and the place settings at the table. This vocabulary can be used in many situations, such as in restaurants and as a topic of general conversation. It also encompasses the cultural role of food during various Hispanic celebrations, such as the Day of the Dead, Christmas, and Cinco de mayo. In addition, how Mexican food became such an integral part of the American menu will be discussed. Grammatical concepts from previous units will also be reviewed here. Holidays will be presented at appropriate times during the school year. This unit will be inclusive of the importance of respecting all races, cultures, and identities. Students will be encouraged to explore and share their own cultural stories.

Stage 1 – Desired Results

Established Goals:

Mission: World language education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Vision: An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace;
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems; and
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New Jersey Student Learning Standards for World Languages (2020):

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave-takings.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Essential Questions:

- What are the major cultural similarities and differences between the foods consumed in Hispanic countries and the United States?
- How do geography, culture and climate influence the types of food Hispanic people consume?

Enduring Understandings:

By the end of the unit, students will understand that...

- there is a variety of similarities and differences between the United States and Hispanic culture and cuisine. Many of these are based on the specific Hispanic country.
- the geography, climate, and natural resources of a region influence its culture and cuisine.

Knowledge:

Students will know...

- vocabulary for food
- phrases for expressing likes and dislikes of foods.
- that the verb *tener (to have)* is also used to express hunger and thirst.
- Spanish phrases for asking and saying "What's this?" and "It's a..." with regard to food.
- appropriate grammatical structures.
- why specific foods are served at certain Hispanic celebrations.
- the connection between culture and food, and the changes in food choices in the United States with the increase of the Hispanic population in the country.

Skills:

Students will be able to...

- identify specific food and table setting items found in the home.
- state what types of foods they like or dislike.
- correctly use the verb *tener* in the expressions *tener hambre* and *tener sed (to have/to be hungry and to be thirsty)* in conversation.
- use the Spanish phrases *¿Qué es esto?* and *Es un/una ... (What's this? and It's a ...)* to ask and say what something is.
- use appropriate grammatical structures in conversation and in writing.
- identify the specific foods served at certain Hispanic celebrations.
- identify Hispanic dishes which are popular in America.

Career Readiness, Life Literacies, and Key Skills (2020)

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other

personal factors.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies (2020)

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

New Jersey Student Learning Standards for Math (2020):

- Counting and Cardinality (CC)
- Numbers and Operations in Base Ten (NBT)

Computer Science and Design Thinking (2020)

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Student Resources

Exploring Spanish Textbook

Third Edition, Joan G. Sheeran, 2008, EMC Publishing.

Exploring Spanish worksheets

Vocabulary lists, worksheets, and study guides will be provided for every section of this unit.

Supporting Text Pages Pg. 109

Computer/Internet/Web Resources

Chromebooks

Youtube videos:

<https://www.youtube.com/watch?v=MHnldf7lvnQ> (food)

<https://www.quia.com/jg/2408731.html> (food)

Websites for practice:

http://www.abcya.com/spanish_vocabulary.htm (food)

<http://spanishspanish.com/> (food)

https://www.e-spanyol.hu/en/vocabulary/practice_food.php (food)

Spanish: Middle/High School (100 Reproducible Activities)

Rose Thomas, Instructional Fair, 1995

Spanish: Middle/High School (Skills for Success)

Frank Schaffer Publications/Carson-Dellosa Publications

Ven conmigo, Level 1 textbook and workbook

Holt Spanish, Level 1, 1998

Teach Them Spanish

Workbook

Online Resources

<https://quizlet.com/subject/spanish-foods/> (food)

Coco (movie – for celebrations)

<https://www.tes.com/teaching-resource/spanish-food-comida-vocabulary-activities-11108580>

(food)

<https://study.com/academy/lesson/la-comida-lesson-plan.html> (food)

(Note: Additional resources may be added as needed.)

Teacher Resources

Exploring Spanish textbook

Third Edition, Sheeran, 2008, EMC Publishing

Exploring Spanish workbook

Sheeran/McCarthy, 2008, EMC Publishing

Building Spanish Vocabulary

Cynthia Downs, 2003, Carson-Dellosa

Spanish: Middle/High School (100 Reproducible Activities)

Rose Thomas, Instructional Fair, 1995

Spanish: Middle/ High School (Skills for Success)

Frank Schaffer Publications/Carson-Dellosa Publications

Ven conmigo, Level 1 textbook and workbook

Holt Spanish, Level 1, 1998

Teach Them Spanish

Workbook

Online Resources

https://www.youtube.com/watch?v=ursF_sAQCjE (calendar vocabulary)

<https://www.youtube.com/watch?v=JecnwzphFOw&t=84s> (question words)

<https://www.youtube.com/watch?v=cRo55O9Zaic> (likes/dislikes vocabulary)

<https://www.youtube.com/watch?v=oQh19q4Io1E&t=26s> (the verb ir, *to go*)

(Note: Additional resources may be added as needed.)

Stage 2 – Assessment Evidence

Pre-Assessment:

- Informal, ongoing observations of students
- Reading and listening comprehension
- Check knowledge of Units 1, 2, and 3 vocabulary

Formative Assessments

- Responses to oral questioning using rubrics
- Conversation practice directly related to unit vocabulary (in whole-group settings and in pairs)
- Discussions, role-play of situations
- Worksheets
- Projects
- Vocabulary quizzes (written and oral)
- Chapter quiz (written and oral)

Summative Assessment

- Performance of dialog for the class
- Presentation of projects to the class
- Oral assessments using rubrics
- End-of-quarter assessment

Performance Evidence

- Students can interpret the vocabulary and generate conversations on various unit topics.

Stage 3 – Learning Plan

Teachers will design learning activities that will enable their students to develop these practices in conjunction with the skills reflected in the core ideas and performance expectations.

- Students will communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Students will use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Students will use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Students will use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Students will use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Teacher will create activities that develop insight into the nature of language and culture in order to interact with cultural competence
- Teachers will encourage students to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Teachers will encourage students to set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
- Dialogs and conversations will be used and promoted throughout the classroom among students.

Instructional Strategies/ Suggested Learning Activities

- Direct instruction of previous vocabulary and new vocabulary using a PowerPoint or other types of presentations.
- Student presentations
- Students practice pronunciation of food vocabulary.
- Students create original conversations based on current and previous vocabulary and with references to Hispanic holidays and celebrations
- Props may be used to practice the vocabulary.
- Students engage in authentic and purposeful communication in Spanish in a whole-group setting and in pairs.
- Show video clips relating to the current vocabulary and to cultural topics such as holidays and celebrations (i.e., Day of the Dead, Christmas, New Year's, Three Kings Day, etc.).
- Students research a Hispanic holiday and celebration and present it.
- Encourage students to research their own heritage and the cultural celebrations.
- Practice of daily conversations on PowerPoint.

- Assign worksheets to practice writing vocabulary.
- Assign research projects related to food and how the geography, climate, and natural resources of a region influence its culture and cuisine.
- Teachers and/or students demonstrate how to make an authentic dish.

Review of previous grammar and phrases: Continued review of singular and plural forms of nouns, definite articles (the) and indefinite articles (a, an) is continued from previous units. Also reviewed are the following phrases:

<i>Me gusta(n)/No me gusta(n)</i>	<i>I like/I don't like</i>
<i>Te gusta(n)/No te gusta(n)</i>	<i>You like/You don't like</i>
<i>Le gusta(n)/No le gusta(n)</i>	<i>He/she/you [formal] like or don't like</i>
<i>Nos gusta (n)/No nos gusta(n)</i>	<i>We like/We don't like</i>
<i>Les gusta(n)/No les gusta(n)</i>	<i>They/you all like or don't like</i>
<i>¿Qué es esto?</i>	<i>What's this?</i>
<i>Es un/una...</i>	<i>It's a...</i>

New Vocabulary: Food-related words

<i>el pan</i>	<i>bread</i>
<i>la carne</i>	<i>meat</i>
<i>el pollo</i>	<i>chicken</i>
<i>el jugo de naranja</i>	<i>orange juice</i>
<i>el taco</i>	<i>taco</i>
<i>la enchilada</i>	<i>enchilada</i>
<i>el burrito</i>	<i>burrito</i>
<i>los vegetales</i>	<i>vegetables</i>
<i>la lechuga</i>	<i>lettuce</i>
<i>el tomate</i>	<i>tomato</i>
<i>el queso</i>	<i>cheese</i>
<i>la leche</i>	<i>milk</i>
<i>la mantequilla</i>	<i>butter</i>
<i>la papa</i>	<i>potato</i>

New Expressions:

<i>¿Tienes hambre?</i>	<i>Are you hungry?</i>
<i>Sí, tengo hambre.</i>	<i>Yes, I'm hungry.</i>
<i>No, no tengo hambre.</i>	<i>No, I'm not hungry.</i>
<i>¿Tienes sed?</i>	<i>Are you thirsty?</i>
<i>Sí, tengo sed.</i>	<i>Yes, I'm thirsty.</i>
<i>No, no tengo sed.</i>	<i>No, I'm not thirsty.</i>

Note: Additional vocabulary and activities related to the above topics may be added as needed.

Accommodations and Modifications

Accommodations and Modifications:

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Guidance for assisting students with learning a World Language:

<http://www.ldonline.org/article/22725/>

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary - provide audio example so student can read and hear the word in Spanish
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives- such as sentence strips of Spanish dialog
- Use of assistive technology (as appropriate)
- Assign a peer buddy -such as a native Spanish speaker
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Provide regular home/school communication
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page

- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary.
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes

- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
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An Affirmative Action Equal Opportunity Employer

2022