

Hamburg School
World Language
Curriculum Content Standards



Adopted: May 2020

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Introduction

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

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

- Communicates 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 enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Intent and Spirit of the World Languages Standard

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Further, *N.J.A.C. 6A:8-5.1(b)4* directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as part of a three-year grant project (2005-08), the New Jersey Department of Education collected [data](#) from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students present compelling evidence for the need to develop programs that offer *all* students the opportunity to meet the state-designated proficiency level of Novice-High. The data show that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by [New Jersey Administrative Code](#), is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

Kindergarten

Pacing Guide

Content Area: Spanish
Grade Level: Kindergarten

First Marking Period-Pacing Guide

(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)

Unit 1: *Empezamos en la escuela!*

Greetings, Colors, Numbers, Alphabet, Months of the Year, Season FALL, Classroom Life, Community, & Character

10 Sessions ($\frac{3}{4}$ of the unit)

NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6, 7,8,9,10,11,12,
8.1.5.A.1, 8.1.5.B.1, 9.2.4.A.2, & 9.2.4.A.4

Second Marking Period-Pacing Guide

(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)

Unit 1: *Empezamos en la escuela!*

Greetings, Colors, Numbers, Alphabet, Months of the Year, Season FALL, Classroom Life, Community, & Character

4 Sessions ($\frac{1}{4}$ of the unit)

NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6 7,8,9,10,11,12,
8.1.5.A.1, 8.1.5.B.1, 9.2.4.A.2, & 9.2.4.A.4

Unit 2: *Continuamos en la comunidad!*

Weather, Family, House, Human body, Winter, Character, & Community

6 sessions ($\frac{1}{2}$ of the unit)

NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6, 7,8,9,10,11,12,
8.1.5.A.1, 8.1.5.B.1, 9.2.4.A.2 & 9.2.4.A.4

Third Marking Period-Pacing Guide

(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)

Unit 2: *Continuamos en la comunidad!*

Weather, Family, House, Human body, Winter, Character, & Community

6 sessions ($\frac{1}{2}$ of the unit)

NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6, 7,8,9,10,11,12,
8.1.5.A.1, 8.1.5.B.1, 9.2.4.A.2 & 9.2.4.A.4

Unit 3: *Celebramos el mundo!*

4 sessions ($\frac{1}{4}$ of the unit)

Character, Community, Fairy Tales, Spring, Summer

NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6, 7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 9.2.4.A.2, & 9.2.4.A.4
<p>Fourth Marking Period-Pacing Guide (Approximately 10 weeks: Class sessions=one session at 40 minutes per week)</p> <p>Unit 3: Celebramos el mundo! 10 sessions ($\frac{3}{4}$ of the unit) <i>Character, Community, Fairy Tales, Spring, Summer</i></p> <p>NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6, 7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 9.2.4.A.2, & 9.2.4.A.4</p>
<p>Assessments</p> <p>Observations, questioning, Character education activities, discussion, student response, exit ticket, & successful completion of classwork (diagrams, matching, puzzles, writing, reading)</p>

Unit Overview
Content Area: Elementary Spanish
Unit Title: Kindergarten
Target Course/Grade Level: K
<p>Unit Introduction/ Summary</p> <p>Within the scope of the first-year Spanish program, the focus is to provide the students with a firm foundation in the interpersonal communicative skills of listening and speaking with an introduction to writing. How language and culture interact and promote intercultural understanding will also be emphasized. Students' language learning becomes a positive, non-threatening process, similar to the way children acquire their first language.</p>
<p>Primary Interdisciplinary Connections:</p> <p>As Spanish becomes an integral part of the curriculum, children will be able to add new dimensions to what they are already learning. Math, science, social studies, health, and career awareness are all woven into an interdisciplinary approach. Students will gain an insight that the study of Spanish offers much to their overall education.</p> <p>Content-Based Topics</p> <ol style="list-style-type: none"> Art <ul style="list-style-type: none"> ● Draw with various media ● Cut and paste Language Arts <ul style="list-style-type: none"> ● Demonstrate characteristics of a good listener

- Follow a one-step oral direction
- Compare and contrast sounds
- Recall presented materials
- Identify a purpose for listening
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions

3. Mathematics

- Sort objects in a variety of ways
- Recognize, develop pattern
- Reason, connect mathematical understandings
- Observe/Compare by measurable attributes
- Count objects
- Represent quantities

4. Music

- Explore differences between speaking and singing
- Sing songs in a limited range

5. Reading

- Identify words

6. Science

- Observe weather conditions

7. Social Studies

- Identify self by name and birthday
- Be introduced to other people and places

Integration of 21st Century Skills Through NJSL 9

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand C. Career Preparation:

- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Unit Rationale

Course Outline:

These lists show only some of those items that the children practice, not the many others

that the teacher introduces for enrichment and for the development of the children's listening and comprehension skills. The English equivalents are what an English-speaking person would ordinarily say in a comparable situation. They are not word-for-word translations.

The topics listed below are introduced in Kindergarten. Within each topic, words and expressions are usually in alphabetical order, and divided into vocabulary items and functional expressions, usually in the form of questions and answers. Emphasis is on listening comprehension and spoken language/oral communication with an introduction to reading and writing skills.

- The Alphabet
- Greetings, farewells, introductions
- Classroom people and objects
- Colors
- Days of the Week
- Numbers
- Body parts
- Holidays and Special Events
- Character Education Lessons
- Cross Curricular Lessons
- Family
- Weather and Seasons
- Likes and Dislikes
- Animals and animal sounds
- Clothing
- Introduction to food vocabulary

Learning Targets

NJSLS Standards

- **World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Indicator #	Indicator
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted theme).

7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit Learning Targets:

This course will address the three modes of communication: interpretive, interpersonal and presentational. Through these modes students will be able to:

- modeling utterances after the teacher, and singing
- answering simple questions
- listen to the teacher and peers
- listen to authentic audio and video
- read flashcards

- Copy letters and punctuation
- Copy words and phrases

Integration of Technology (Standard 8):

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- Strand A. Technology Operations and Concepts
 - 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- Strand B. Creativity and Innovation
 - 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

Integration of Career Education:

CAREER READY PRACTICES

- **CRP1 Act as a responsible and contributing citizen and employee.** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- **CRP2 Apply appropriate academic and technical skills.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
- **CRP4 Communicate clearly and effectively and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
- **CRP5. Consider the environmental, social and economic impacts of decisions.** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new

technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.** Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- **CRP7. Employ valid and reliable research strategies.** Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- **CRP11. Use technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- **CRP12. Work productively in teams while using cultural global competence.** Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team

Proficiency Levels

The American Council on the Teaching of Foreign Languages (ACTFL) has developed the following generic guidelines for language proficiency in speaking, listening, reading and writing. The descriptions are intended to be representative of the ranges of ability, not exhaustive and all encompassing, and to apply to stages of proficiency, rather than to achievement within a specific curriculum.

Speaking

1. *Novice*: The Novice level is characterized by an ability to communicate minimally with learned material.
2. *Novice-Low*: Oral production consists of isolated words and perhaps a few high- frequency phrases. Essentially no functional communicative ability.
3. *Novice-Mid*: Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
4. *Novice-High*: Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
5. *Intermediate*: The Intermediate level is characterized by an ability to create with the language by combining and recombining learned elements, though primarily a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.
6. *Intermediate-Low*: Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
7. *Intermediate-Mid*: Able to handle successfully a variety of uncomplicated, basic and communicative task and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs: e.g., personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
8. *Intermediate-High*: Able to handle successfully most uncomplicated communicative tasks

and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narrative and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level, but repetition may still be required.

Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

1. *Novice-Low*: Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

2. *Novice-Mid*: Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

3. *Novice-High*: Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

4. *Intermediate-Low*: Able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

5. *Intermediate-Mid*: Able to understand sentence-length utterances which consist of re-combinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

6. *Intermediate-High*: Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while

topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

Reading

These guidelines assume all reading texts to be authentic and legible.

1. *Novice-Low*: Able occasionally to identify isolated words and/or major phrases when strongly supported by context.
2. *Novice-Mid*: Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.
3. *Novice-High*: Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive.
4. *Intermediate-Low*: Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically non-complex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.
5. *Intermediate-Mid*: Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically non-complex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.
6. *Intermediate-High*: Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Writing

1. *Novice-Low*: Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to copy and produce the basic strokes.

Can produce romanization of isolated characters, where applicable.

2. *Novice-Mid*: Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

3. *Novice-High*: Able to write simple fixed expressions and limited memorized material and some re-combinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

4. *Intermediate-Low*: Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of re-combinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and information of non-alphabetic symbols, but writing can be understood by natives used to the writing of non-natives.

5. *Intermediate-Mid*: Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

6. *Intermediate-High*: Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopsis and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

Evidence of Learning

Student Assessment Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated.

Summative Assessment

- Proficiency Assessment- The emphasis is on performances, what students can do with

<p>the language and to what extent they can transfer the language into real-life settings.</p> <ul style="list-style-type: none"> ● Achievement Assessment- It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. ● Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context <p>Formative Assessments</p> <ul style="list-style-type: none"> ● One-on-one assessment ● Group assessment ● Peer assessment ● Self-assessment ● Listening Comprehension ● Oral presentations <p>Alternative Assessments (Performance Based)</p> <ul style="list-style-type: none"> ● Portfolio assessment ● Project-Based Assessments <p>Benchmarks</p> <ul style="list-style-type: none"> ● Speaking Benchmark ● Listening Benchmark ● Reading Benchmark ● Writing Benchmark
<p>Technology/Equipment needed: Smartboard, Web-based applications, & a device that has access to the school network(wired or wifi)</p>
<p>Resources</p> <p><i>Primary Instructional Materials:</i></p> <ul style="list-style-type: none"> ● Various text and supplemental reading ● Speakers may be invited to address the classes on cultural topics. ● American Council on the Teaching of Foreign Languages, (1999) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL ● New Jersey State Department of Education, (1999) World Language Curriculum Framework, Trenton, NJ. <p><i>Supplemental Materials:</i> (Shall include various levels of texts at each grade level</p> <ul style="list-style-type: none"> ● Web-based review programs and games such as Kahoot & Quizlet ● Library and internet resources ● Maps, DVD's, and other authentic resources
<p>Lessons/Activities</p>
<p><i>Suggested Activities</i> Incorporating a variety of activities to accommodate the learning styles of all students is a</p>

necessary requirement.

- Linguistic Activities
- Logical-mathematical
- Spatial Bodily-Kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalist - Physical World
- Modeling utterances after the teacher, audio activities and singing
- answering questions
- Listening to the teacher and peers
- Listening and/or viewing authentic audio such as television, songs, radio, etc.
- SMART board activities
- Reading flashcards
- Reading authentic texts and readers
- Thematic units of study

Teaching Methodologies

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination.

- Inductive Approach- A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.
- Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.
- Password/Language Ladders- A strategy in which students learn to speak sentences or phrases ("passwords") that are associated with desired activities.
- Gouin Series- A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.
- Dialogue Journals- A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.
- Total Physical Response (TPR)- A strategy in which students respond with physical activity to an increasingly complex set of commands. The students' response of physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for higher-level students.
- TPR Story-Telling- Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of story-telling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich

stories. Language production goes beyond the imperative into the narrative and descriptive modes.

- Interviews- A strategy for gathering information and reporting.
- Close- Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
- Continuums- A strategy used to indicate the relationship among words or phrases.
- Interactive Language Tasks- A strategy in which at least two students work together to accomplish a meaningful target language activity.
- Cultural Presentations- A strategy for creating an exhibit that is focused on aspects of the target culture.
- The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and compare culture concepts to their own lives.
- Read and Retell- An all-purpose strategy that involves students retelling a passage in the target language as they remember it.
- Literature, History and Storytelling- A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs.
- Cooperative Learning- A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.
- Brainstorming- A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form.
- Problem Solving- A learning strategy in which students apply knowledge to solve problems.
- Reflective Thinking- A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form.
- Field Experience- A planned learning experience for students to observe, study, and participate in expressions of the target culture (s) in a setting off the school grounds, using the community as a laboratory.
- Free Writing- A strategy for encouraging students to express ideas by writing in the target language.
- Free Reading- A strategy for encouraging students to read in the target language.

Unit Differentiation/Modifications:

- Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

- **Grouping:** The students in this course are heterogeneously grouped according to grade level.
- **Differentiation for Support (ELL, Special Education, Students at Risk, & 504)**
 - Skill Scaffolding: reading, writing, speaking, listening comprehension
 - Teacher Modeling Kinesthetic activities
 - Musical activities
 - Verbal Cues & Prompts
 - Manipulatives
 - Repetition
 - Grouping
 - Rephrasing
 - Visual Learning
 - Online resources
- **Differentiation for Enrichment (Gifted and Talented/Access)**
 - Individual research or presentation
 - Skill Scaffolding: reading, writing, speaking, listening comprehension
 - Provide choices of modes working
 - Additional related reading
 - Additional related writing
 - Real world scenarios and problem solving
 - Online resources

Teacher Notes: The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

Grade 1

Pacing Guide
<p>Content Area: Elementary Spanish</p> <p>Grade Level: First Grade</p>
<p style="text-align: center;"><i>First Marking Period-Pacing Guide</i></p> <p style="text-align: center;">(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)</p> <p style="text-align: center;">Unit 1: ¡Empezamos en la escuela!</p> <p style="text-align: center;">Greetings, Colors, Numbers, Alphabet, Days of the week, Months of the Year, Season FALL, Classroom Life, Community, & Character</p>

<p>10 Sessions ($\frac{1}{4}$ of the unit)</p> <p>NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 9.2.4.A.2, & 9.2.4.A.4</p>
<p><i>Second Marking Period-Pacing Guide</i></p> <p>(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)</p> <p>Unit 1: ¡Empezamos en la escuela!</p> <p>Greetings, Colors, Numbers, Alphabet, Days of the week, Months of the Year, Season FALL, Classroom Life, Community, & Character</p> <p>4 Sessions ($\frac{1}{4}$ of the unit)</p> <p>NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 9.2.4.A.2, & 9.2.4.A.4</p> <p>Unit 2: ¡Continuamos en la comunidad!</p> <p>Weather, Family, House, Human body, Winter, Character, Community, Activities/verb</p> <p>6 sessions ($\frac{1}{2}$ of the unit)</p> <p>NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 9.2.4.A.2, & 9.2.4.A.4</p>
<p><i>Third Marking Period-Pacing Guide</i></p> <p>(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)</p> <p>Unit 2: ¡Continuamos en la comunidad!</p> <p>Weather, Family, House, Human body, Winter, Character, Community, Activities/verb</p> <p>6 sessions ($\frac{1}{2}$ of the unit)</p> <p>NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 9.2.4.A.2, & 9.2.4.A.4</p> <p>Unit 3: ¡Celebramos el mundo!</p> <p>Character, Community, Fairy Tales, Spring, Summer, Foods, Activities/verbs</p> <p>4 sessions ($\frac{1}{4}$ of the unit)</p> <p>NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 9.2.4.A.2, & 9.2.4.A.4</p>
<p><i>Fourth Marking Period-Pacing Guide</i></p> <p>(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)</p> <p>Unit 3: ¡Celebramos el mundo!</p> <p>Character, Community, Fairy Tales, Spring, Summer, Foods, Activities/verbs</p> <p>10 sessions ($\frac{3}{4}$ of the unit)</p> <p>NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 9.2.4.A.2, & 9.2.4.A.4</p>

Assessments

Observations, questioning, Character education activities, discussion, student response, exit ticket, & successful completion of classwork (diagrams, matching, puzzles, writing, reading)

Unit Overview

Content Area: Elementary Spanish

Unit Title: First Grade

Target Course/Grade Level: First

Unit Introduction/ Summary

Within the scope of the second-year Spanish program, the focus is to provide the students with a firm foundation in the interpersonal communicative skills of listening and speaking with an introduction to writing. How language and culture interact and promote intercultural understanding will also be emphasized. Students' language learning becomes a positive, non-threatening process, similar to the way children acquire their first language. This course also integrates learning Spanish simultaneously within the regular curriculum

Primary Interdisciplinary Connections:

As Spanish becomes an integral part of the curriculum, children will be able to add new dimensions to what they are already learning. Math, science, social studies, health, and career awareness are all woven into an interdisciplinary approach. Students will gain an insight that the study of Spanish offers much to their overall education.

Content-Based Topics

1. Art

- Draw with various media
- Cut and paste

2. Language Arts

- Demonstrate characteristics of a good listener
- Follow a one-step oral direction
- Compare and contrast sounds
- Recall presented materials
- Identify a purpose for listening
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions

- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions

3. Mathematics

- Sort objects in a variety of ways
- Recognize, develop pattern
- Reason, connect mathematical understandings
- Observe/Compare by measurable attributes
- Count objects
- Represent quantities

4. Music

- Explore differences between speaking and singing
- Sing songs in a limited range

5. Reading

- Identify words

6. Science

- Observe weather conditions

7. Social Studies

- Identify self by name and birthday
- Be introduced to other people and places

Integration of 21st Century Skills Through NJSL 9

9.2 Career Awareness Exploration, and Preparation

Strand C. Career Preparation:

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Unit Rationale

Course Outline: These lists show only some of those items that the children practice, not the many others that the teacher introduces for enrichment and for the development of the children's listening and comprehension skills. The English equivalents are what an English-speaking person would ordinarily say in a comparable situation. They are not word-for-word translations.

The topics listed below are introduced in Kindergarten and grade 1. Within each topic, words and expressions are usually in alphabetical order, and divided into vocabulary items and functional expressions, usually in the form of questions and answers. Emphasis is on listening comprehension and spoken language/oral communication with an introduction to reading and writing skills.

- The Alphabet
- Greetings, farewells, introductions

- Classroom people and objects
- Colors
- Days of the Week
- Numbers
- Body parts
- Holidays and Special Events
- Character Education Lessons
- Cross Curricular Lessons
- Family
- Weather and Seasons
- Likes and Dislikes

Learning Targets

NJSLS Standards

- **World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Indicator #	Indicator
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted theme).
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit Learning Targets:

This course will address the three modes of communication: interpretive, interpersonal and presentational. Through these modes students will be able to:

- modeling utterances after the teacher, and singing
- answering simple questions
- listen to the teacher and peers
- listen to authentic audio and video
- read flashcards
- Copy letters and punctuation
- Copy words and phrases

Integration of Technology (Standard 8):

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Strand B. Creativity and Innovation 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on firstperson interviews.

Integration of Career Education:

CRP1 Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they

demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. **CRP6.**

Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow

through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Proficiency Levels

The American Council on the Teaching of Foreign Languages (ACTFL) has developed the following generic guidelines for language proficiency in speaking, listening, reading and writing. The descriptions are intended to be representative of the ranges of ability, not exhaustive and all encompassing, and to apply to stages of proficiency, rather than to achievement within a specific curriculum.

Speaking

1. *Novice*: The Novice level is characterized by an ability to communicate minimally with learned material.

2. *Novice-Low*: Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.

3. *Novice-Mid*: Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

4. *Novice-High*: Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

5. *Intermediate*: The Intermediate level is characterized by an ability to create with the language by combining and recombining learned elements, though primarily a reactive mode;

initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.

6. Intermediate-Low Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

7. Intermediate-Mid: Able to handle successfully a variety of uncomplicated, basic and communicative task and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs: e.g., personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

8. Intermediate-High: Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narrative and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level, but repetition may still be required.

Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

1. Novice-Low: Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

2. Novice-Mid: Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

3. Novice-High: Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency

commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

4. Intermediate-Low: Able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

5. Intermediate-Mid: Able to understand sentence-length utterances which consist of re-combinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

6. Intermediate-High: Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

Reading

These guidelines assume all reading texts to be authentic and legible.

1. Novice-Low: Able occasionally to identify isolated words and/or major phrases when strongly supported by context. +

2. Novice-Mid: Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

3. Novice-High: Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive.

4. Intermediate -Low: Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically non-complex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such

as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

5. Intermediate-Mid: Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically non-complex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

6. Intermediate-High: Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Writing

1. Novice-Low: Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

2. Novice-Mid: Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

3. Novice-High: Able to write simple fixed expressions and limited memorized material and some re-combinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

4. Intermediate-Low: Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of re-combinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and information of non-alphabetic symbols, but writing can be understood by natives used to the writing of non-natives.

5. Intermediate-Mid: Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence

fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

6. Intermediate-High: Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopsis and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

Evidence of Learning

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated.

Summative Assessment

- Proficiency Assessment- The emphasis is on performances, what students can do with the language and to what extent they can transfer the language into real-life settings.
- Achievement Assessment- It requires students to demonstrate retention of previously learned content material, vocabulary and structure.
- Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

Formative Assessments

- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Listening Comprehension
- Oral presentations

Alternative Assessments

(Performance Based)

- Project-Based Assessment
- Portfolio assessment

Benchmarks

- Speaking Benchmark
- Listening Benchmark
- Reading Benchmark
- Writing Benchmark

Technology/Equipment needed: Smartboard, Web-based applications, & a device that has access to the school network(wired or wifi)

Resources

Primary/Supplemental Instructional Materials:

- Various text and supplemental reading
- Speakers may be invited to address the classes on cultural topics.
- American Council on the Teaching of Foreign Languages, (1999) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL
- Web-based review programs and games such as Kahoot & Quizlet
- New Jersey State Department of Education, (1999) World Language Curriculum Framework, Trenton, NJ.
- Library and internet resources.
- Maps, DVD's, and other authentic resources

Lesson/Activities

Suggested Activities

Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.

- Linguistic Activities
- Logical-mathematical
- Spatial Bodily-Kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalist - Physical World
- Modeling utterances after the teacher, audio activities and singing
- answering questions
- Listening to the teacher and peers
- Listening and/or viewing authentic audio such as television, songs, radio, etc.
- SMART board activities
- Reading flashcards
- Reading authentic texts and readers
- Thematic units of study

Teaching Methodologies

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination.

- Inductive Approach- A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.

- Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.
- Password/Language Ladders- A strategy in which students learn to speak sentences or phrases (“passwords”) that are associated with desired activities.
- Gouin Series- A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.
- Dialogue Journals- A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.
- Total Physical Response (TPR)- A strategy in which students respond with physical activity to an increasingly complex set of commands. The students’ response of physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for higher-level students.
- TPR Story Telling- Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of story-telling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.
- Interviews- A strategy for gathering information and reporting.
- Close- Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
- Continuums- A strategy used to indicate the relationship among words or phrases.
- Interactive Language Tasks- A strategy in which at least two students work together to accomplish a meaningful target language activity.
- Cultural Presentations- A strategy for creating an exhibit that is focused on aspects of the target culture.
- The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and compare culture concepts to their own lives.
- Read and Retell- An all-purpose strategy that involves students retelling a passage in the target language as they remember it.
- Literature, History and Storytelling- A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs.
- Cooperative Learning- A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and

backgrounds.

- Brainstorming- A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form.
- Problem Solving- A learning strategy in which students apply knowledge to solve problems.
- Reflective Thinking- A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form.
- Field Experience- A planned learning experience for students to observe, study, and participate in expressions of the target culture (s) in a setting off the school grounds, using the community as a laboratory.
- Free Writing- A strategy for encouraging students to express ideas by writing in the target language.
- Free Reading- A strategy for encouraging students to read in the target language.

Unit Differentiation/Modifications:

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Groupings

- The students in this course are heterogeneously grouped according to grade level.
- ***Differentiation for Support (ELL, Special Education, Students at Risk, & 504's)***
 - Skill Scaffolding: reading, writing, speaking, listening comprehension
 - Teacher Modeling
 - Kinesthetic activities
 - Musical activities
 - Verbal Cues & Prompts
 - Manipulatives
 - Repetition
 - Grouping
 - Rephrasing
 - Visual Learning
 - Online resources
- ***Differentiation for Enrichment***
 - Individual research or presentation
 - Skill Scaffolding: reading, writing, speaking, listening comprehension
 - Provide choices of modes working
 - Additional related reading
 - Additional related writing

- Real world scenarios and problem solving
- Online resources

Teacher Notes: The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

Grade 2

Pacing Guide

Content Area: Elementary Spanish

Grade Level: Second

First Marking Period-Pacing Guide

(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)

Unit 1: ¡Empezamos en la escuela!

Greetings, Colors, Numbers, Alphabet, Days of the week, Months of the Year, Season FALL,
Classroom Life, Community, Character, & Activities/verbs

10 Sessions (¾ of the unit)

NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12,
8.1.5.A.1, 8.1.5.B.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4

Second Marking Period-Pacing Guide

(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)

Unit 1: ¡Empezamos en la escuela!

Greetings, Colors, Numbers, Alphabet, Days of the week, Months of the Year, Season FALL,
Classroom Life, Community, Character, & Activities/verbs

4 Sessions (¼ of the unit)

NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12,
8.1.5.A.1, 8.1.5.B.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4

Unit 2: ¡Continuamos en la comunidad!

Weather, Family, House, Human body, Self-descriptions, Winter, Character, Community
6 sessions (½ of the unit)

NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1,
8.1.5.B.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4

Third Marking Period-Pacing Guide

(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)

<p align="center">Unit 2: ¡Continuamos en la comunidad!</p> <p align="center">Weather, Family, House, Human body, Self-descriptions, Winter, Character, Community</p> <p align="center">6 sessions (½ of the unit)</p> <p align="center">NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4</p> <p align="center">Unit 3: ¡Celebremos el mundo!</p> <p align="center">Character, Community, Fairy Tales, Spring, Summer, Money, Foods, Activities/verbs</p> <p align="center">4 sessions (¼ of the unit)</p> <p align="center">NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4</p>
<p align="center"><i>Fourth Marking Period-Pacing Guide</i></p> <p align="center">(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)</p> <p align="center">Unit 3: ¡Celebremos el mundo!</p> <p align="center">Character, Community, Fairy Tales, Spring, Summer, Money, Foods, Activities/verbs</p> <p align="center">10 sessions (¾ of the unit)</p> <p align="center">NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4</p>
<p>Assessments:</p> <p>Observations, questioning, Character education activities, discussion, student response, exit ticket, successful completion of classwork (diagrams, matching, puzzles, writing, & reading)</p>

Unit Overview
Content Area: Elementary Spanish
Unit Title: Second Grade
Target Course/Grade Level: Second
<p>Unit Introduction/Summary</p> <p>Within the scope of the third-year Spanish program, the focus is to provide the students with a firm foundation in the interpersonal communicative skills of listening, speaking, and writing. How language and culture interact and promote intercultural understanding will also be emphasized. Students' language learning becomes a positive, non-threatening process, similar to the way children acquire their first language. This course also integrates learning Spanish simultaneously within the regular curriculum.</p>
Primary Interdisciplinary Connections:

As Spanish becomes an integral part of the curriculum, children will be able to add new dimensions to what they are already learning. Math, science, social studies, health, and career awareness are all woven into an interdisciplinary approach. Students will gain an insight that the study of Spanish offers much to their overall education.

Content-Based Topics

1. Art

- Draw with various media
- Cut and paste

2. Language Arts

- Demonstrate characteristics of a good listener
- Follow a one-step oral direction
- Compare and contrast sounds
- Recall presented materials
- Identify a purpose for listening
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions • Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions

3. Mathematics

- Sort objects in a variety of ways
- Recognize, develop pattern
- Reason, connect mathematical understandings
- Observe/Compare by measurable attributes
- Count objects
- Represent quantities

4. Music

- Explore differences between speaking and singing
- Sing songs in a limited range

5. Reading

- Identify words

6. Science

- Observe weather conditions

7. Social Studies

- Identify self by name and birthday
- Be introduced to other people and places

Integration of 21st Century Skills Through NJSL 9

- Standard 9.2 Career Awareness, Exploration, And Preparation Strand

C. Career Preparation:

- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Unit Rationale

Course Outline: These lists show only some of those items that the children practice, not the many others that the teacher introduces for enrichment and for the development of the children's listening and comprehension skills. The English equivalents are what an English-speaking person would ordinarily say in a comparable situation. They are not word-for-word translations. The topics listed below are introduced in Kindergarten and grades 1 & 2. Within each topic, words and expressions are usually in alphabetical order, and divided into vocabulary items and functional expressions, usually in the form of questions and answers. Continued emphasis is on listening comprehension and spoken language/oral communication with a structured emphasis on reading and writing.

- The Alphabet
- Greetings, farewells, introductions
- Classroom people and objects
- Colors
- Days of the Week
- Numbers
- Body parts
- Holidays and Special Events
- Character Education Lessons
- Cross Curricular Lessons
- Family
- Weather and Seasons
- Likes and Dislikes

Learning Targets

NJSLS Standards

- **World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Indicator #	Indicator
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in

	culturally authentic materials using electronic information and other sources related to targeted theme).
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit Learning Targets:

This course will address the three modes of communication: interpretive, interpersonal and presentational. Through these modes students will be able to:

- modeling utterances after the teacher, and singing
- answering simple questions
- listen to the teacher and peers

- listen to authentic audio and video
- read flashcards
- writing phrases and full sentences

Integration of Technology (Standard 8):

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- Strand A. Technology Operations and Concepts
 - 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- Strand B. Creativity and Innovation
 - 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
- Strand D. Digital Citizenship
 - 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

Integration of Career Education:

CAREER READY PRACTICES

- **CRP1 Act as a responsible and contributing citizen and employee.** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- **CRP2 Apply appropriate academic and technical skills.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
- **CRP4 Communicate clearly and effectively and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly

to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
- **CRP6. Demonstrate creativity and innovation.** Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- **CRP7. Employ valid and reliable research strategies.** Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- **CRP11. Use technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- **CRP12. Work productively in teams while using cultural global competence.** Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings

Proficiency Levels

The American Council on the Teaching of Foreign Languages (ACTFL) has developed the

following generic guidelines for language proficiency in speaking, listening, reading and writing. The descriptions are intended to be representative of the ranges of ability, not exhaustive and all encompassing, and to apply to stages of proficiency, rather than to achievement within a specific curriculum.

Speaking

1. *Novice*: The Novice level is characterized by an ability to communicate minimally with learned material.
2. *Novice-Low*: Oral production consists of isolated words and perhaps a few high- frequency phrases. Essentially no functional communicative ability.
3. *Novice-Mid*: Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
4. *Novice-High*: Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
5. *Intermediate*: The Intermediate level is characterized by an ability to create with the language by combining and recombining learned elements, though primarily a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.
6. *Intermediate-Low*: Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
7. *Intermediate-Mid*: Able to handle successfully a variety of uncomplicated, basic and communicative task and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs: e.g., personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker

struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

8. Intermediate-High: Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narrative and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level, but repetition may still be required.

Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

1. Novice-Low: Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

2. Novice-Mid: Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

3. Novice-High: Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

4. Intermediate-Low: Able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

5. Intermediate-Mid: Able to understand sentence-length utterances which consist of re-combinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple

announcements and reports over the media. Understanding continues to be uneven.

6. Intermediate-High: Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

Reading

These guidelines assume all reading texts to be authentic and legible.

1. Novice-Low: Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

2. Novice-Mid: Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

3. Novice-High: Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive.

4. Intermediate -Low: Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically non-complex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

5. Intermediate-Mid: Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically non-complex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

6. Intermediate-High: Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to

read material several times for understanding.

Writing

1. *Novice-Low*: Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

2. *Novice-Mid*: Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

3. *Novice-High*: Able to write simple fixed expressions and limited memorized material and some re-combinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

4. *Intermediate-Low*: Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of re-combinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and information of non-alphabetic symbols, but writing can be understood by natives used to the writing of non-natives.

5. *Intermediate-Mid*: Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

6. *Intermediate-High*: Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopsis and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

Evidence of Learning

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated.

Summative Assessment

- The emphasis is on performances, what students can do with the language and to what extent they can transfer the language into real-life settings
- Achievement Assessment- It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
- Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

Formative Assessments

- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Listening Comprehension
- Oral presentations

Alternative Assessments

(Performance Based)

- Portfolio assessment
- Project-Based Assessments

Benchmarks

- Speaking Benchmark
- Listening Benchmark
- Reading Benchmark
- Writing Benchmark

Technology/Equipment needed: Smartboard, Web-based applications, & a device that has access to the school network(wired or wifi)

Resources

Primary/Supplemental Instructional Materials:

- Various text and supplemental reading
- Speakers may be invited to address the classes on cultural topics.
- American Council on the Teaching of Foreign Languages, (1999) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL
- Web-based review programs and games such as Kahoot & Quizlet
- New Jersey State Department of Education, (1999) World Language Curriculum Framework, Trenton, NJ.
- Library and internet resources
- Maps, DVD's, and other authentic resources

Lessons/Activities

Suggested Activities

- Linguistic Activities
- Logical-mathematical
- Spatial Bodily-Kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalist - Physical World
- Modeling utterances after the teacher, audio activities and singing
- answering questions
- Listening to the teacher and peers
- Listening and/or viewing authentic audio such as television, songs, radio, etc.
- SMART board activities
- Reading flashcards
- Reading authentic texts and readers
- Thematic units of study

Teaching Methodologies

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination.

- Inductive Approach- A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.
- Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.
- Password/Language Ladders- A strategy in which students learn to speak sentences or phrases ("passwords") that are associated with desired activities.
- Gouin Series- A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.
- Dialogue Journals- A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.
- Total Physical Response (TPR)- A strategy in which students respond with physical activity to an increasingly complex set of commands. The students' response of physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for

higher-level students.

- TPR Story Telling- Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of story-telling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.
- Interviews- A strategy for gathering information and reporting.
- Close- Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
- Continuums- A strategy used to indicate the relationship among words or phrases.
- Interactive Language Tasks- A strategy in which at least two students work together to accomplish a meaningful target language activity.
- Cultural Presentations- A strategy for creating an exhibit that is focused on aspects of the target culture.
- The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and compare culture concepts to their own lives.
- Read and Retell- An all-purpose strategy that involves students retelling a passage in the target language as they remember it.
- Literature, History and Storytelling- A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs.
- Cooperative Learning- A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds
- Brainstorming- A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form.
- Problem Solving- A learning strategy in which students apply knowledge to solve problems.
- Reflective Thinking- A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form.
- Field Experience- A planned learning experience for students to observe, study, and participate in expressions of the target culture (s) in a setting off the school grounds, using the community as a laboratory.
- Free Writing- A strategy for encouraging students to express ideas by writing in the target language.
- Free Reading- A strategy for encouraging students to read in the target language.

Unit Differentiation/Modifications:

Grouping: The students in this course are heterogeneously grouped according to grade level.

Differentiation for Support (ELL, Special Education, Students at Risk, & 504)

- Skill Scaffolding: reading, writing, speaking, listening comprehension
- Teacher Modeling
- Kinesthetic activities
- Musical activities
- Verbal Cues & Prompts
- Manipulatives
- Repetition
- Grouping
- Rephrasing
- Visual Learning
- Online resources

Differentiation for Enrichment

- Individual research or presentation
 - Skill Scaffolding: reading, writing, speaking, listening comprehension
 - Provide choices of modes working
 - Additional related reading
 - Additional related writing
 - Real world scenarios and problem solving
 - Online resources
- Special Education Students:

Teacher Notes: The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

Grade 3

Pacing Guide
Content Area: Elementary Spanish Grade Level: Third Grade
<p><i>First Marking Period-Pacing Guide</i> (Approximately 10 weeks: Class sessions=one session at 40 minutes per week)</p> <p>Unit 1: ¡Empezamos en la escuela! Greetings, Colors, Numbers, Alphabet, Days of the week, Months of the Year, Season FALL, Classroom Life, Question Words, Subject Pronouns, Community, Character, & Activities/verbs 10 Sessions (¾ of the unit)</p>

NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4

Second Marking Period-Pacing Guide

(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)

Unit 1: ¡Empezamos en la escuela!

Greetings, Colors, Numbers, Alphabet, Days of the week, Months of the Year, Season FALL, Classroom Life, Question Words, Subject Pronouns, Community, Character, & Activities/verbs
4 Sessions (¼ of the unit)

NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4

Unit 2: ¡Continuamos en la comunidad!

Weather, Family, House & Home, Human body, Self-descriptions, Feelings, Winter, Clothing, Character, Community, & Activities/verbs
6 sessions (½ of the unit)

NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4

Third Marking Period-Pacing Guide

(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)

Unit 2: ¡Continuamos en la comunidad!

Weather, Family, House & Home, Human body, Self-descriptions, Feelings, Winter, Clothing, Character, Community, & Activities/verbs
6 sessions (½ of the unit)

NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4

Unit 3: ¡Celebramos el mundo!

Character, Fairy Tales, Countries, Spring, Summer, Money, Transportation, Foods, Professions, & Activities/verbs
4 sessions (¼ of the unit)

NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4

Fourth Marking Period-Pacing Guide

(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)

Unit 3: ¡Celebramos el mundo!

Character, Fairy Tales, Countries, Spring, Summer, Money, Transportation, Foods, Professions, & Activities/verbs

<p>10 sessions ($\frac{3}{4}$ of the unit)</p> <p>NJ-SLS: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.1-5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4</p>
<p>Assessments:</p> <p>Observations, questioning, Character education activities, discussion, student response, exit ticket, successful completion of classwork (diagrams, matching, puzzles, writing, & reading)</p>

Unit Overview
Content Area: Elementary Spanish
Unit Title: Third Grade
Target Course/Grade Level: Third
<p>Unit Introduction/ Summary</p> <p>Within the scope of the fourth-year Spanish program, the focus is to provide the students with a continued foundation in the interpersonal communicative skills of listening and speaking as well as firm reinforcement of basic reading and writing skills in the target language. How language and culture interact and promote intercultural understanding will also be emphasized. Students' language learning becomes a positive, non-threatening process, similar to the way children acquire their first language. This course also integrates learning Spanish simultaneously within the regular curriculum.</p>
<p>Primary Interdisciplinary Connections:</p> <p>As Spanish becomes an integral part of the curriculum, children will be able to add new dimensions to what they are already learning. Math, science, social studies, health, and career awareness are all woven into an interdisciplinary approach. Students will gain an insight that the study of Spanish offers much to their overall education.</p> <p>Content-Based Topics</p> <ol style="list-style-type: none"> Art <ul style="list-style-type: none"> ● Draw with various media ● Cut and paste Language Arts <ul style="list-style-type: none"> ● Demonstrate characteristics of a good listener ● Follow a one-step oral direction ● Compare and contrast sounds ● Recall presented materials ● Identify a purpose for listening

- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions

3. Mathematics

- Sort objects in a variety of ways
- Recognize, develop pattern
- Reason, connect mathematical understandings
- Observe/Compare by measurable attributes
- Count objects
- Represent quantities

4. Music

- Explore differences between speaking and singing
- Sing songs in a limited range

5. Reading

- Identify words

6. Science

- Observe weather conditions

7. Social Studies

- Identify self by name and birthday
- Be introduced to other people and places

Integration of 21st Century Skills Through NJSL 9

Standard 9.2 Career Awareness, Exploration, And Preparation

- Strand C. Career Preparation:
 - 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
 - 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Unit Rationale

Course Outline: These lists show only some of those items that the children practice, not the many others that the teacher introduces for enrichment and for the development of the children's communicative skills including reading, writing, listening and speaking. The English equivalents are what an English-speaking person would ordinarily say in a comparable situation. They are not word-for-word translations. The topics listed below are introduced in Kindergarten and grades 1, 2, and 3. Within each topic, words and expressions are usually in alphabetical order, and divided into vocabulary items and functional expressions, usually in

the form of questions and answers. The linguistic use of the content is scaffolded to meet the students level of proficiency as well as grow the students to reach higher levels of performance. There is continued emphasis on speaking and listening comprehension with firm reinforcement and development of basic reading and basic writing skills in the target language.

- The Alphabet
- Greetings, farewells, introductions
- Classroom people and objects
- Colors
- Days of the Week
- Numbers
- Body parts
- Holidays and Special Events
- Character Education Lessons
- Cross Curricular Lessons
- Family
- Weather and Seasons
- Likes and Dislikes

Learning Targets

NJSLS Standards

- **World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Indicator #	Indicator
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted theme).
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit Learning Targets:

This course will address the three modes of communication: interpretive, interpersonal and presentational. Through these modes students will be able to:

- modeling utterances after the teacher, and singing
- describe pictures, cartoons, etc.
- answering simple questions
- listen to the teacher and peers
- listen to authentic audio and video
- read flashcards
- write simple sentences
- write words and phrases

Integration of Technology (Standard 8):

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- Strand A. Technology Operations and Concepts

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- Strand B. Creativity and Innovation
 - 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person inter
- Strand D. Digital Citizenship
 - 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

Integration of Career Education:

CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP4 Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. **CRP6.**

Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and

suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks- personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Proficiency Levels

The American Council on the Teaching of Foreign Languages (ACTFL) has developed the following generic guidelines for language proficiency in speaking, listening, reading and writing. The descriptions are intended to be representative of the ranges of ability, not exhaustive and all encompassing, and to apply to stages of proficiency, rather than to achievement within a specific curriculum.

Speaking

1. *Novice*: The Novice level is characterized by an ability to communicate minimally with learned material.
2. *Novice-Low*: Oral production consists of isolated words and perhaps a few high- frequency phrases. Essentially no functional communicative ability.
3. *Novice-Mid*: Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of

interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

4. Novice-High: Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

5. Intermediate: The Intermediate level is characterized by an ability to create with the language by combining and recombining learned elements, though primarily a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.

6. Intermediate-Low: Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

7. Intermediate-Mid: Able to handle successfully a variety of uncomplicated, basic and communicative task and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs: e.g., personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

8. Intermediate-High: Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narrative and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level, but repetition may still be required.

Listening

These guidelines assume that all listening tasks take place in an authentic environment at a

normal rate of speech using standard or near-standard norms.

1. *Novice-Low*: Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

2. *Novice-Mid*: Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

3. *Novice-High*: Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

4. *Intermediate-Low*: Able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

5. *Intermediate-Mid*: Able to understand sentence-length utterances which consist of re-combinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

6. *Intermediate-High*: Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

Reading

These guidelines assume all reading texts to be authentic and legible.

1. *Novice-Low*: Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

2. *Novice-Mid*: Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a

single phrase at a time, and rereading may be required.

3. Novice-High: Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive.

4. Intermediate-Low: Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically non-complex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

5. Intermediate-Mid: Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically non-complex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

6. Intermediate-High: Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Writing

1. Novice-Low: Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

2. Novice-Mid: Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

3. Novice-High: Able to write simple fixed expressions and limited memorized material and some re-combinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

4. Intermediate-Low: Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of re-combinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and information of non-alphabetic symbols, but writing can be understood by natives used to the writing of non-natives.

5. Intermediate-Mid: Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

6. Intermediate-High: Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopsis and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

Evidence of Learning

Student Assessment Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories.

Summative Assessment

- Proficiency Assessment- The emphasis is on performances, what students can do with the language and to what extent they can transfer the language into real-life settings
- Achievement Assessment- It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
- Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

Formative Assessments

- One-on-one assessment
- Group assessment
- Peer assessment

- Self-assessment
- Oral presentations
- Listening Comprehension

Alternative Assessments

(Performance Based)

- Portfolio assessment
- Project-Based Assessments

Benchmarks

- Speaking Benchmark
- Listening Benchmark
- Reading Benchmark
- Writing Benchmark

Technology/Equipment needed: Smartboard, Web-based applications, & a device that has access to the school network(wired or wifi)

Resources

Primary/Supplemental Instructional Materials:

- Various text and supplemental reading
- Speakers may be invited to address the classes on cultural topics.
- American Council on the Teaching of Foreign Languages, (1999) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL
- Web-based review programs and games such as Kahoot & Quizlet
- New Jersey State Department of Education, (1999) World Language Curriculum Framework, Trenton, NJ.
- Library and internet resources
- Maps, DVD's, and other authentic resources

Lessons/Activities

Suggested Activities

Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.

- Linguistic Activities
- Logical-mathematical
- Spatial Bodily-Kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalist - Physical World
- Modeling utterances after the teacher, audio activities and singing
- answering questions
- Listening to the teacher and peers

- Listening and/or viewing authentic audio such as television, songs, radio, etc.
- SMART board activities
- Reading flashcards
- Reading authentic texts and readers
- Role-play activities
- Conduct interviews
- Cultural activities
- Character education activities
- Thematic units of study

Teaching Methodologies

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination.

- Inductive Approach- A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.
- Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.
- Password/Language Ladders- A strategy in which students learn to speak sentences or phrases (“passwords”) that are associated with desired activities.
- Gouin Series- A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.
- Dialogue Journals- A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.
- Total Physical Response (TPR)- A strategy in which students respond with physical activity to an increasingly complex set of commands. The students’ response of physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for higher-level students.
- TPR Story Telling- Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of story-telling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.
- Interviews- A strategy for gathering information and reporting.
- Close- Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
- Continuums- A strategy used to indicate the relationship among words or phrases.

- Interactive Language Tasks- A strategy in which at least two students work together to accomplish a meaningful target language activity.
- Cultural Presentations- A strategy for creating an exhibit that is focused on aspects of the target culture.
- The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and compare culture concepts to their own lives.
- Read and Retell- An all-purpose strategy that involves students retelling a passage in the target language as they remember it.
- Literature, History and Storytelling- A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs.
- Cooperative Learning- A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.
- Brainstorming- A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form.
- Problem Solving- A learning strategy in which students apply knowledge to solve problems.
- Reflective Thinking- A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form.
- Field Experience- A planned learning experience for students to observe, study, and participate in expressions of the target culture (s) in a setting off the school grounds, using the community as a laboratory.
- Free Writing- A strategy for encouraging students to express ideas by writing in the target language.
- Free Reading- A strategy for encouraging students to read in the target language.

Unit Differentiation/Modifications:

Grouping: The students in this course are heterogeneously grouped according to grade level

Differentiation for Support (ELL, Special Education, Students at Risk & 504)

- Skill Scaffolding: reading, writing, speaking, listening comprehension
- Teacher Modeling
- Kinesthetic activities
- Musical activities
- Verbal Cues & Prompts
- Manipulatives
- Repetition
- Grouping
- Rephrasing

- Visual Learning
- Online resources

Differentiation for Enrichment

- Individual research or presentation
- Skill Scaffolding: reading, writing, speaking, listening comprehension
- Provide choices of modes working
- Additional related reading
- Additional related writing
- Real world scenarios and problem solving
- Online resources

Teacher Notes: The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

Grade 4

Pacing Guide

Content Area: Elementary Spanish

Grade Level: Fourth Grade

First Marking Period-Pacing Guide

(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)

Unit 1: Empezamos

Classroom rules and expectations, Buenos Dias/Buenas Tardes songs, Alphabet, Vowels, & Cognates

10 Sessions

NJ-SLS: 7.1.NM.A.1, 7.1.NM.A.4, 7.1.NM.B.1, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.C.2, CRP1,2,4,5,6, 7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4

Assessments: Classwork, Oral Presentations, Name Spelling: using Spanish Alphabet, Alphabet and Vowels song, Quiz- Cognates-Spelling, & Unit Test- Empezemos.

Second Marking Period-Pacing Guide

(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)

Unit 2: La Familia

Family Relationships, Gender, & A Comer! Familia: Book

10 Sessions

NJ-SLS: 7.1.NM.A.2, 7.1.NM.A.4, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.C.2, 7.1.NM.C.3, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4

Assessments: Entry/Exit tickets: Write family members names/relationships and discuss, Project Based Assessment Family Tree Poster Gallery with oral presentation, Quiz: Masculine,

& Feminine
<p align="center"><i>Third Marking Period-Pacing Guide</i></p> <p align="center">(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)</p> <p align="center">Unit 3: El Calendario</p> <p align="center">Numbers/Counting, Days and Months, & Seasons and Weather</p> <p align="center">10 sessions</p> <p align="center">NJ-SLS: 7.1.NM.A.3, 7.1.NM.A.5, 7.1.NM.B.1, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.1, 7.1.NM.C.2, 7.1.NM.C.3, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4</p> <p>Assessments: Homework assignments and in-class discussion on Los dias de la semana & Los meses, Small group activities on counting and numbers, Quiz- create and perform dialogues on the seasons and weather, & Unit Test - El Calendario</p>
<p align="center"><i>Fourth Marking Period-Pacing Guide</i></p> <p align="center">(Approximately 10 weeks: Class sessions=one session at 40 minutes per week)</p> <p align="center">Unit 4: El Cuerpo</p> <p align="center">Parts of the body, The verb Doler, Las Partes del cuerpo Video Rockalingua</p> <p align="center">5 sessions</p> <p align="center">NJ-SLS: 7.1.NM.A.3, 7.1.NM.A.5, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.C.2, 7.1.NM.C.3, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4</p> <p>Assessments: Group and cooperative work, Simon Dice: Me duele..., Classwork assignments, & Quiz: Parts of the body</p> <p align="center">Unit 5: La Comida</p> <p align="center">Vocabulary, Like/Dislike, & Colors</p> <p align="center">5 sessions</p> <p align="center">NJ-SLS: 7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.5, 7.1.NM.B.1, 7.1.NM.B.4, 7.1.NM.C.2, 7.1.NM.C.3, 7.1.NM.C.5, CRP1,2,4,5,6,7,8,9,10,11,12, 8.1.5.A.1, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.4, 9.2.4.A.2, & 9.2.4.A.4</p> <p>Assessments: Oral Presentations: En el Restaurante, Homework: ¿Que comiste?, Quiz: ¿Que te gusta comer?, & cumulative test revisiting themes from the course.</p>

Unit Overview
Content Area: Elementary Spanish
Unit Title: Fourth Grade

Target Course/Grade Level: Fourth Grade**Unit Introduction/ Summary**

The scope of the elementary Spanish program focuses on providing students with a continued foundation in moving towards language proficiency. In grade 4, emphasis will be on the development of the interpersonal communicative skills of listening and speaking. In addition, reinforcement of basic reading and writing skills in the target language will be discussed. How language and culture interact and promote intercultural understanding will also be emphasized. New vocabulary and cultural topics will be introduced.

Primary Interdisciplinary Connections:

As the students' progress through the levels of the Spanish program so, too, will the interdisciplinary content progress. They will gain an insight that the study of Spanish offers much to their overall education. Some suggestions for content-based topics that may be used: *Art*

- Draw with various media
- Observe art work

Language Arts

- Demonstrate characteristics of a good listener
- Follow a one-step oral direction
- Compare and contrast sounds
- Recall presented materials
- Identify a purpose for listening
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions
- Listen to different types of literature
- State purpose for listening to a story
- Expand vocabulary
- Recall sequence of events
- Identify/restate details
- Respond to different types of literature
- Demonstrate an active interest in reading

Mathematics

- Sort objects in a variety of ways
- Recognize, develop pattern
- Reason, connect mathematical understandings

- Observe/Compare by measurable attributes
- Count objects
- Represent quantities
- Model number composition
- Investigate number relationships
- Develop numeration concepts

Music

- Sing songs in a limited range
- Perform a repertoire of songs
- Reading
- Identify forms of plurals
- Subject/predicate agreement
- Make connections from written text to self

Science

- Observe weather conditions
- Explore the effects of weather

Social Studies

- Identify self by name and birthday
- Recognize similarities between self and others
- Describe personal feelings
- Demonstrate the relationship of feelings to actions
- Demonstrate courteous behavior when interacting
- Recognize the importance of each individual to the group
- Be introduced to other people and places
- Recognize human needs
- Define family in various ways
- State how people are more alike than different
- Discuss the meaning of respect

Integration of 21st Century Skills Through NJSL 9

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand C. Career Preparation:

- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Unit Rationale

Course Outline: These lists show only those items that the children practice, not the many others that the teacher introduces for enrichment and for the development of the children's listening and comprehension skills. The English equivalents are what an English-speaking person would ordinarily say in a comparable situation. They are not word-for-word translations.

The topics listed below are introduced in Kindergarten and grades 1, 2, 3, and 4. Within each topic, words and expressions are usually in alphabetical order, and divided into vocabulary items and functional expressions, usually in the form of questions and answers.

1. Greetings, farewells, introductions

a. Vocabulary

Adiós.---Good-bye.

Buenas noches---Good evening.

Buenas tardes---Good afternoon

Buenos días---Good morning

Hasta la vista---Until we meet again

Hasta luego--See you later

Hasta mañana---Until tomorrow

Hola---Hello/Hi

b. Asking about names

¿Cómo te llamas (tú)? ---What is your name?

Me llamo _____. ---My name is _____.

¿Cómo se llama? ---What is his/her name?

Se llama _____. ---His/Her name is _____.

¿Cómo se llama tu _____. ----What is your _____'s name?

Se llama _____. ---His/Her name is _____.

c. Asking about people

¿Quién es? ---Who is it?

¿Y tú? ---And you?

¿Y usted? ---And you (formal)?

2. Colors

a. Vocabulary

amarillo---yellow

anaranjado---orange

azul ---blue

blanco---white

café---brown

gris---gray

morado---purple

negro---black

rojo---red

rosado---pink

verde---green

b. Asking about colors

¿De qué color es _____? ---What color is _____?

Es de color _____. ---The color is _____.

Es _____. ---It is _____.

¿De qué colors son ____? ---What color are ____?

Son (de color) _____. ---They are _____.

3. Days of the week

a. Vocabulary

lunes---Monday

martes---Tuesday

miércoles---Wednesday

jueves---Thursday

viernes---Friday

sábado---Saturday

domingo---Sunday

b. Asking about the days of the week

¿Cuántos días son?---How many days are there?

Hay siete días de la semana.--- There are seven days in the week.

¿Qué día es hoy?---What day is today?

Hoy es _____. ---Today is _____.

4. Months

a. Vocabulary

enero---January

julio---July

febrero---February

Agosto---August

marzo---March

septiembre---September

abril---April

octubre---October

mayo---May

noviembre---November

junio---June

diciembre---December

b. Asking about the date, month, and day of the week

¿Cuál es la fecha?---What is the date?

¿Qué día es?---What day of the week is it?

¿Qué mes es?---What month is it?

Es _____. ---It is _____.

5. Seasons of the year

a. Vocabulary

el invierno---winter

el verano---summer

la primavera---spring

el otoño---autumn, fall

b. Asking about the seasons

¿Qué estación es? ---What season is it?

Es _____. ---It is _____.

6. Weather expressions

a. Vocabulary

Hace buen tiempo---It's good weather.

Hace mal tiempo--- It's bad weather.

Hace calor---It's hot.

Hace frío---It's cold.

Hace sol--It's sunny.

Hace viento---It's windy.

Llueve---It rains

Nieva--It snows.

Está nevando/lloviendo--It is snowing/raining.

b. Asking about the weather

¿Qué tiempo hace?---What's the weather like?

¿Qué tiempo hace en _____?---What is the weather like in _____?

En _____, ¿qué tiempo hace?--- In _____, what is the weather like?

En _____, hace viento.--- In _____, it is windy.

Hace _____. ---It's _____.

7. Parts of the body

la boca---mouth

la nariz---nose

los brazos---arms

las orejas---ears

la cabeza--head

los ojos---eyes

la cara---face

los pies---feet

los dedos---fingers

las piernas---legs

las manos---hands

el pelo---hair

8. Family members

la abuela---grandmother

el hermanastro---stepbrother

el abuelo---grandfather

la hermanastra---stepsister

la familia---family

la hermano---brother

la hija---daughter

la hermana---sister

la hijo---son

el papá---father

la madrastra---stepmom

el padrastro---stepdad

la mamá---mother

9. Food

pollo---chicken

agua---water

pescado---fish

leche--milk

tocino---bacon

galletas---cookies

carne---meat

pastel---pie

frijoles---beans

dulce---candy

huevos---eggs

helado---ice cream

arroz---rice

queso---cheese

Pan dulce---pastries

mantequilla---butter

refresco--drinks

jamón--ham

jugo de naranja---orange juice

papas fritas--french fries

ensalada---salad

sal y pimienta---salt and pepper

sopa---soup

azúcar---sugar

10. Numbers 1 - 50

a. Vocabulary

uno--one

Dos---two

tres---three

Cuatro---four

Cinco---five

seis---six

Siete---seven

Ocho--eight

Nueve--nine

diez--ten

once---eleven

doce---twelve

trece---thirteen

Catorce---fourteen

quince---fifteen
 Dieciséis---sixteen
 Diecisiete---seventeen
 Dieciocho--eighteen
 Diecinueve--nineteen
 veinte---twenty
 veintiuno--twenty-one
 veintidós---twenty-two
 veintitrés---twenty-three
 veinticuatro---twenty-four
 treinta---thirty
 treinta y uno---thirty-one
 cuarenta--forty
 cincuenta--fifty

b. Asking about numbers

¿Qué número es?---What number is it?

Es _____.--- It's _____.

¿Cuántos son?---How many are there?

Son _____. ---There are ____.

Workplace Readiness: Since cross-content workplace readiness standards are important to the success of all students in all content areas, they have been identified here for special emphasis.

1. All students will develop career planning and workplace readiness skills.
2. All students will use technology, information and other tools.
3. All students will use critical thinking, decision-making and problem solving skills.
4. All students will demonstrate self-management skills.
5. All students will apply safety principles.

Career: During the sequence of the Spanish program, the importance of the language is discussed in terms of career opportunities. The students will become aware of careers in business, education, international political affairs, translation and interpretation.

Learning Targets

NJSLS Standards

- **World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Indicator #	Indicator
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted theme).
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit Learning Targets:

This course will address the three modes of communication: interpretive, interpersonal and presentational. Through these modes students will be able to:

- Begin to demonstrate an understanding in spoken and written communication within appropriate cultural contexts.
- Engage in direct oral/and or written communication with others.
- Present orally and/or in writing information, concepts, and ideas to an audience of listeners or readers with no immediate interaction.

Students will also:

- Understand basic vocabulary and structures that are essential for polite communication.
- Grasp communication strategies
- Respond to basic questions
- Develop a cultural awareness
- Describe customs from Spanish speaking countries
- Listen to short stories

Integration of Technology (Standard 8):

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Strand B. Creativity and Innovation

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

Strand D. Digital Citizenship

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

Integration of Career Education:

CRP1 Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason. Career-ready individuals

communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They

find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Proficiency Levels

The American Council on the Teaching of Foreign Languages (ACTFL) has developed the following generic guidelines for language proficiency in speaking, listening, reading and writing. The descriptions are intended to be representative of the ranges of ability, not exhaustive and all encompassing, and to apply to stages of proficiency, rather than to achievement within a specific curriculum.

Speaking

1. *Novice*: The Novice level is characterized by an ability to communicate minimally with learned material.
2. *Novice-Low*: Oral production consists of isolated words and perhaps a few high- frequency phrases. Essentially no functional communicative ability.
3. *Novice-Mid*: Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
4. *Novice-High*: Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
5. *Intermediate*: The Intermediate level is characterized by an ability to create with the language by combining and recombining learned elements, though primarily a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.
6. *Intermediate-Low*: Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
7. *Intermediate-Mid*: Able to handle successfully a variety of uncomplicated, basic and communicative task and social situations. Can talk simply about self and family members. Can

ask and answer questions and participate in simple conversations on topics beyond the most immediate needs: e.g., personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

8. Intermediate-High: Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narrative and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level, but repetition may still be required.

Listening These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

1. Novice-Low: Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

2. Novice-Mid: Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

3. Novice-High: Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

4. Intermediate-Low: Able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

5. Intermediate-Mid: Able to understand sentence-length utterances which consist of re-combinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas

include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

6. Intermediate-High: Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

Reading These guidelines assume all reading texts to be authentic and legible.

1. Novice-Low: Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

2. Novice-Mid: Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

3. Novice-High: Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive.

4. Intermediate-Low: Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically non-complex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

5. Intermediate-Mid: Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically non-complex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

6. Intermediate-High: Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive

factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Writing

1. *Novice-Low*: Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

2. *Novice-Mid*: Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

3. *Novice-High*: Able to write simple fixed expressions and limited memorized material and some re-combinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

4. *Intermediate-Low*: Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of re-combinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and information of non-alphabetic symbols, but writing can be understood by natives used to the writing of non-natives.

5. *Intermediate-Mid*: Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

6. *Intermediate-High*: Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopsis and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

Evidence of Learning

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated.

Summative Assessment

- Proficiency Assessment- The emphasis is on performances, what students can do with the language and to what extent they can transfer the language into real-life settings.
- Achievement Assessment- It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
- Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

Formative Assessments

- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Benchmark Assessments
- Listening Comprehension
- Test and Quizzes
- Oral presentations
- Research projects

Alternative Assessments

(Performance Based)

- Portfolio assessment
- Project-Based Assessments

Benchmarks

- Speaking Benchmark
- Listening Benchmark
- Reading Benchmark
- Writing Benchmark

Technology/Equipment needed: Smartboard, Web-based applications, & a device that has access to the school network(wired or wifi)

Resources

Primary/Supplemental Instructional Materials:

- Risas y Sonrisas Program
- Various text and supplemental reading
- Speakers may be invited to address the classes on cultural topics.
- American Council on the Teaching of Foreign Languages, (1999) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL

- Web-based review programs and games such as Kahoot & Quizlet
- New Jersey State Department of Education, (1999) World Language Curriculum Framework, Trenton, NJ.
- Library and internet resources
- Maps, DVD's, and other authentic resources

Lessons/Activities

Suggested Activities

- Modeling utterances after the teacher, audio activities and singing
- Interpretation and description of pictures, cartoons, etc.
- Asking and answering questions
- Directed dialogues
- Reading aloud
- Retelling stories
- General conversation
- Listening to the teacher and peers
- Listening and/or viewing authentic audio such as television, songs, radio, etc.
- web-based activities
- Vocabulary flash cards
- Games and puzzles
- Sentence and paragraph completions and construction
- Guided compositions
- Dictations
- Geography lessons and map activities
- Field trips determined by the teacher
- Technology based projects
- Integrating career studies into world language topics being studied.

Teaching Methodologies

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination

- Inductive Approach- A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.
- Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.
- Password/Language Ladders- A strategy in which students learn to speak sentences or phrases ("passwords") that are associated with desired activities.
- Gouin Series- A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.

- Dialogue Journals- A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.
- Total Physical Response (TPR)- A strategy in which students respond with physical activity to an increasingly complex set of commands. The students' response of physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for higher-level students.
- TPR Story Telling- Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of story-telling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.
- Interviews- A strategy for gathering information and reporting.
- Close- Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
- Continuums- A strategy used to indicate the relationship among words or phrases.
- Interactive Language Tasks- A strategy in which at least two students work together to accomplish a meaningful target language activity.
- Cultural Presentations- A strategy for creating an exhibit that is focused on aspects of the target culture.
- The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and compare culture concepts to their own lives.
- Read and Retell- An all-purpose strategy that involves students retelling a passage in the target language as they remember it.
- Literature, History and Storytelling- A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs.
- Cooperative Learning- A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds
- Brainstorming- A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form.
- Problem Solving- A learning strategy in which students apply knowledge to solve problems.
- Reflective Thinking- A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form.
- Field Experience- A planned learning experience for students to observe, study, and

participate in expressions of the target culture (s) in a setting off the school grounds, using the community as a laboratory.

- Free Writing- A strategy for encouraging students to express ideas by writing in the target language.
- Free Reading- A strategy for encouraging students to read in the target language.

Unit Differentiation/Modifications:

Grouping: The students in this course are heterogeneously grouped according to grade level.

Differentiation for Support (ELL, Special Education, Students at Risk, & 504)

- Scaffolding
- Rephrasing
- Visual learning
- Notetaking
- Notebook check and review
- Teacher modeling
- Use of online sources
- Allow for extra time
- Multimedia teaching
- Allow for errors
- Oral and written assignments
- Internet games
- Guided practice
- Small group instruction
- TPRS

Differentiation for Enrichment

- Individual presentation
- Student choice in modes of working
- Student driven projects
- Independent study
- Inquiry based instruction
- Create and perform dialogues
- Skits
- Elevated vocabulary
- Additional activities

Teacher Notes: The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

Grade 5

Content Area: Spanish 5	
Unit Title: Lecciones Preliminares	
Target Course/Grade Level: 5	
<p>Unit Summary Introduction to basic Spanish vocabulary including numbers, weather, days, months, seasons, greetings, and salutations, and the Spanish speaking world.</p> <p>Primary interdisciplinary connections: geography/social studies as Spanish speaking countries and cultural differences arise. English/language arts with cognates, grammatical differences</p> <p>21st century themes: Global awareness and Literacy</p>	
<p>Unit Rationale This unit provides an introduction of basic Spanish vocabulary to carry on a simple conversation. This allows for a foundation to build upon from here on.</p>	
Learning Targets	
Standards	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target cultures.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age and level appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target cultures/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.2	Imitate, recite, and or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target cultures.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> Can students appropriately greet others and carry on simple conversations using key cultural gestures? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> Explain cultural gestures and have a casual conversation with greetings, salutations courtesy words. Etc. Count to 100 and beyond and use to discuss money.

<ul style="list-style-type: none"> • Can students identify the differences and explain the gestures made in other countries as opposed to the United States? • What are courtesy words and responses? • Can students use numbers up to 100? Explain monetary units. • What is different culturally about the Spanish calendar and days/months? • Can students tell time? 	<ul style="list-style-type: none"> • Understand that not all countries use the dollar or peso. Each has their own • Discuss cultural differences in Spanish calendar • Express time in Spanish in more than 1 way
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Create casual conversation in different situations both on paper and aloud. • Use appropriate cultural gestures. • Count and write numbers up to 100 and give and ask for prices. • Identify different monetary units and discuss differences between United States and others. • Explain the Spanish calendar. • Give the date • Give the time. • Discuss the weather. 	
Evidence of Learning	
Summative Assessment Assessments: <ul style="list-style-type: none"> • Informal assessments via workbook pages and/or homework of LP3, 4, 5, 6, 7,8, 9, 10, 11, 12 • Formative assessments: Create skits on paper or to be performed with casual conversations including, greeting, salutations, giving the date, time, season, numbers, weather. • Summative assessments: Test at end of preliminary chapter Equipment needed and Teacher Resources: Smartboard, computer, books.quia.com website, youtube website, supplemental materials from teacher, glencoe website, ipads, textbooks, workbook.	
Lesson Plans	
Lesson	Timeframe

Lesson 1 Greetings, salutations, courtesy words	1 day
Lesson 2 Numbers	1 day
Lesson 3 Days, dates, months, time	2 day
Lesson 4 Weather and seasons	2 days
Lesson 5 Review and test	2 days

Content Area: Spanish
Unit Title: ¿ Como Samos?
Target Course/Grade Level: 5th grade Spanish
Unit Summary: <ul style="list-style-type: none"> • Identify people and things • Tell where someone is from • Tell what subjects you take and express opinions about them • Talk about Spanish speakers in the united states • Use nouns, adjectives, and articles • Use the verb ser • Use tu and usted <p>Primary Interdisciplinary Connections: Students will reinforce and further their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2) It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2 21 Century Themes:</p> <ul style="list-style-type: none"> • Life and Career Skills • Learning and Innovation skills • Global Awareness Skills
Unit Rationale: To create individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.
Learning Targets
Standards: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts, and ideas while also gaining an understanding of other cultures. They will make connections with other content areas and compare the language and culture with their own.
Content Statements: Students will be able to identify and describe people and things including telling where someone is from. They will be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns and the present tense of the verb ser.

CPI Number	Cumulative Progress Indicator (CPI)
7.1 NH. A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1. NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures.
7.1.NH.A4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NHB.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1. NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas
7.1. NH. C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing
7.1 NH. C. 3	Describe in writing people and things from the home and school environment
7.1 NH C. 4	Tell or re-tell stories from age and level appropriate culturally authentic materials orally or in writing
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> • Can I identify and describe people and objects? • Can I tell where someone is from? • Can I talk about school subjects that I take and express my opinions about them? • Can I talk about Spanish speakers in the United States? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> • Identify and describe people and objects using adjective agreement, articles, and proper conjugation of verbs. • Discuss origin of self and others. • Discuss school subjects and your opinions of them and compare and contrast to other cultures. • Describe and discuss cultural differences amongst Spanish speakers in other countries and those of the United States. </div> </div>	
Unit Learning Targets <i>The students will . . .</i> <ul style="list-style-type: none"> • Read and complete activities of Chapter 1 in Asia se Dice text level 1 • Students will view cultural videos as well as grammar review videos. • Students will listen to authentic speakers and read comic strips in Spanish • Students will show mastery of adjective agreement and present use of <i>ser</i> to describe people and things. • Students will express origin of self and others. 	

- Students will be able to explain cultural differences between other countries and United States schools and give their opinion of classes.

Evidence of Learning

Summative Assessment (approximately 13-14 days):

- Completed activities (oral)
- Completed activities (online/written)
- Vocabulary Quizzes
- Grammar Quizzes
- Test on Chapter 1

Equipment Needed:

- Computer
- Lcd projector

Teacher Resources:

- Textbook – teacher’s edition and student editions
- Lesson Plans
- Internet or cdrom version of text
- Class texts
- Cds for audio activities
- Workbook

Formative Assessments:

- Chapter 1 tests and quizzes

Lesson Plans	
Lesson	Timeframe
Identify and describe people and things	2 days
Tell what subjects you take and express opinions about them	2 days
Using nouns and articles	1 day
Using adjectives	1 day
Using the verb ser	2 days
Development of reading, listening, and comprehension skills	1 day
Talking about Spanish speakers in the US and reading comprehension	1 day
Chapter review and test	3 days

Curriculum Development Resources:

(Click the links below to access additional resources used to design this unit)

books.quia.com/books and glencoe.com

Content Area: Spanish**Unit Title: La familia y la casa****Target Course/Grade Level: 5th grade Spanish****Unit Summary:**

- Talk about families and pets
- Describe a house or apartment
- Describe rooms and some furnishings
- Discuss a family from Ecuador
- Use the verb tener
- Use possessive adjectives

Primary Interdisciplinary Connections:

- Students will reinforce and further their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2)
- It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2

21st Century Themes:

- Life and Career Skills
- Learning and Innovation skills
- Global Awareness Skills

Unit Rationale: To create individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.

Learning Targets**Standards:**

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts, and ideas while also gaining an understanding of other cultures. They will make connections with other content areas and compare the language and culture with their own.

Content Statements:

Students will be able to identify and describe people and things including telling where someone is from. They will be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns and the present tense of the verb ser.		
CPI Number	Cumulative Progress Indicator (CPI)	
7.1 NH. A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.	
7.1. NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.	
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures.	
7.1.NH.A4	Identify people, places, objects, and activities in daily life based on oral or written descriptions	
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.	
7.1.NHB.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities	
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions	
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.	
7.1. NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas	
7.1. NH. C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing	
7.1 NH. C. 3	Describe in writing people and things from the home and school environment	
7.1 NH C. 4	Tell or re-tell stories from age and level appropriate culturally authentic materials orally or in writing	
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none">Can I identify and describe family members and pets?Can I describe a home?Can I talk describe rooms in a house/home and some basic furniture that goes in them?Can I talk about a family from Ecuador?Can I use tener and express ownership?		<ul style="list-style-type: none">Identify and describe family members and pets using adjective agreement, articles, and proper conjugation of verbs.Discuss different types of homes and describe them.Discuss/illustrate/label rooms in a house with the proper furniture.Describe and discuss cultural differences amongst Spanish speakers in other countries and those of the United States.Use conjugated forms of tener and possessive adjectives.
Unit Learning Targets		
The students will . . .		
<ul style="list-style-type: none">Read and complete activities of Chapter 2 in Asi se Dice text level 1View cultural videos as well as grammar review videos.Listen to authentic speakers and read comic strips in Spanish		

- Show mastery of adjective agreement and present use of seer to describe family and pets.
- Use tener and possessive adjectives to express ownership.
- Be able to explain cultural differences between other countries and United States schools and give their opinion of homes.
- Be able to create a floor plan of their room and/or house with furniture labeled.
- Be able to create a basic family tree.

Evidence of Learning

Summative Assessment (approximately 12-13 days):

- Completed activities (oral)
- Completed activities (online/written)
- Vocabulary Quizzes
- Grammar Quizzes
- House diagram
- Family tree
- Test on Chapter 2

Equipment Needed:

- Computer
- Internet
- Smartboard

Teacher Resources:

- Textbook – teacher’s edition and student editions
- Lesson Plans
- Internet version of text
- Class texts
- Online workbook
- Supplemental materials for vocab and grammar reinforcement
- Youtube.com
- Ted.ed

Formative Assessments:

- Chapter 2 test
- Diagram of home
- Family tree

Lesson	Timeframe
Identify and describe family and pets	2 days
Describe a home, rooms, furniture	2 days
Using the verb tener	2 days
Using possessive adjectives	2 day
Reading and listening comprehension skills	1 days
Talking about Spanish speakers from Ecuador and reading comprehension	1 day
Chapter review and test	2 days
Curriculum Development Resources: (Click the links below to access additional resources used to design this unit) books.quia.com/books and glencoe.com	

Unit Title: En clase y despues	
Target Course/Grade Level: 5th grade Spanish	
Unit Summary: <ul style="list-style-type: none"> • Talk about what you do in school • Identify some school clothes and school supplies • Talk about what you and your friends do after school • Compare school and after school activities in Spanish speaking countries and in the United States • Use present tense of –ar verbs • Use the verbs ir, dar, and estar • Use the contractions al and del Primary Interdisciplinary Connections: <ul style="list-style-type: none"> • Students will reinforce and further their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2) • It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2 21st Century Themes: <ul style="list-style-type: none"> • Life and Career Skills • Learning and Innovation skills • Global Awareness Skills 	
Unit Rationale: To create individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.	
Learning Targets	
Standards: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts, and ideas while also gaining an understanding of other cultures. They will make connections with other content areas and compare the language and culture with their own.	
Content Statements: Students will be able to identify and describe people and things including telling where someone is from. They will be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns and the present tense of the verb ser.	
CPI Number	Cumulative Progress Indicator (CPI)

7.1 NH. A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.				
7.1. NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.				
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures.				
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions				
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.				
7.1.NHB.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities				
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions				
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.				
7.1. NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas				
7.1. NH. C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing				
7.1 NH. C. 3	Describe in writing people and things from the home and school environment				
7.1 NH C. 4	Tell or re-tell stories from age and level appropriate culturally authentic materials orally or in writing				
<table border="1"> <thead> <tr> <th>Unit Essential Questions</th><th>Unit Enduring Understandings</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Can I talk about what I do in school? • Can I identify school clothing/uniforms and school supplies? • Can I talk about what I do after school alone and with my friends? • Can I compare and contrast after school activities in the United States and in Spanish speaking countries? • Can I understand and apply conjugations of present tense verbs to their corresponding subjects? • Can I use dar, estar, and ir correctly? • What are the contractions of al and del? </td><td> <ul style="list-style-type: none"> • Describe your daily school schedule and discuss what you do in classes. • Discuss different types of school clothing and school supplies that you may or may not need. • Talk about your free time activities that you do alone and with your friends. • Describe and discuss cultural differences amongst Spanish speakers in other countries and those of the United States. • Use conjugated forms of ar verbs. • Use dar, estar, and ir in their respective forms correctly. • Explain contractions of al and del </td></tr> </tbody> </table>		Unit Essential Questions	Unit Enduring Understandings	<ul style="list-style-type: none"> • Can I talk about what I do in school? • Can I identify school clothing/uniforms and school supplies? • Can I talk about what I do after school alone and with my friends? • Can I compare and contrast after school activities in the United States and in Spanish speaking countries? • Can I understand and apply conjugations of present tense verbs to their corresponding subjects? • Can I use dar, estar, and ir correctly? • What are the contractions of al and del? 	<ul style="list-style-type: none"> • Describe your daily school schedule and discuss what you do in classes. • Discuss different types of school clothing and school supplies that you may or may not need. • Talk about your free time activities that you do alone and with your friends. • Describe and discuss cultural differences amongst Spanish speakers in other countries and those of the United States. • Use conjugated forms of ar verbs. • Use dar, estar, and ir in their respective forms correctly. • Explain contractions of al and del
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Unit Learning Targets*The students will . . .*

- Read and complete activities of Chapter 3 in Asi se Dice text level 1
- Students will view cultural videos as well as grammar review videos.
- Students will listen to authentic speakers and read comic strips in Spanish
- Students will show mastery of adjective agreement and present use of ser to describe their schools.
- Students will use present tense ar verbs to explain what they do during school and after school.
- Students will be able to explain cultural differences between other countries and United States schools and give their opinion of free time activities.
- Students will be able to understand the importance and basics of conjugating verbs in present tense.

Evidence of Learning**Summative Assessment (approximately 12-13 days):**

- Completed activities (oral)
- Completed activities (online/written)
- Vocabulary Quizzes
- Grammar Quizzes
- Test on Chapter 3

Formative Assessments:

- Chapter 3 test
- Verb quizzes

Equipment Needed:

- Computer
- Lcd projector

Teacher Resources:

- Textbook – teacher’s edition and student editions
- Lesson Plans
- Internet or cdrom version of text
- Class texts
- Cds for audio activities
- Workbook

Lesson Plans

Lesson Plans	
Lesson	Timeframe
Talk about what you do in school	2 days

Talk about after school activities	2 days
Using present tense ar verbs	2 days
Using ir, dar, and estar	2 days
Reading and listening comprehension skills and the contractions of al and del	1 day
Comparing and contrasting after school activities in the United States and in Spanish speaking countries	1 day
Chapter review and test	2 days
Curriculum Development Resources: (Click the links below to access additional resources used to design this unit) books.quia.com/books and glencoe.co	

Content Area: Spanish	
Unit Title: ¿Que comemos y donde?	
Target Course/Grade Level: 5th grade Spanish	
Unit Summary: <ul style="list-style-type: none"> • Identify foods and discuss meals • Talk about places where you eat • Order food or beverage at a café • Compare eating habits in Spain, Latin America, and in the United States • Use present tense of –er and ir verbs • Use expressions with the infinitive – ir a, tener que, acabar de Primary Interdisciplinary Connections: <ul style="list-style-type: none"> • Students will reinforce and further their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2) • It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2 21st Century Themes: <ul style="list-style-type: none"> • Life and Career Skills • Learning and Innovation skills • Global Awareness Skills 	
Unit Rationale: To create individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.	
Learning Targets	
Standards: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts, and ideas while also gaining an understanding of other cultures. They will make connections with other content areas and compare the language and culture with their own.	
Content Statements: Students will be able to identify and describe people and things including telling where someone is from. They will be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns and the present tense of the verb ser.	
CPI Number	Cumulative Progress Indicator (CPI)

7.1 NH. A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written texts contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1. NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures.
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NHB.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1. NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas
7.1. NH. C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing
7.1 NH. C. 3	Describe in writing people and things from the home and school environment
7.1 NH C. 4	Tell or re-tell stories from age and level appropriate culturally authentic materials orally or in writing
Unit Essential Questions <ul style="list-style-type: none"> • Can I identify food items and discuss meals? • Can I describe places where I can eat? • Can I order food and beverages and ask for and pay the check? • Can I compare eating habits of people in Spain, Latin America, and the United States? • Can I understand and apply conjugations of present tense <i>er</i> and <i>ir</i> verbs to their corresponding subjects? • Can I use expressions with the infinitive? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Describe common American foods and meals and identify the same in target language • Discuss different types of places where one can eat and what types of meals you can get at certain times of the day. • Role play a server/customer scene and ask for and order food, request the check etc. • Describe and discuss cultural differences amongst Spanish speakers in other countries and those of the United States. • Use conjugated forms of <i>er</i> and <i>ir</i> verbs. • Use infinitive expressions of <i>ir a</i>, <i>tener que</i>, and <i>acabar de</i> correctly.

Unit Learning Targets

The students will . . .

- Read and complete activities of Chapter 4 in Asi se Dice text level 1
- Students will view cultural videos as well as grammar review videos.
- Students will listen to authentic speakers and read comic strips in Spanish
- Students will show mastery of verb agreement and use to describe food and meals.
- Students will use infinitive expressions to express future thoughts, needs, etc.
- Students will be able to explain cultural differences between other countries and United States eating habits and foods.
- Students will be able to understand the importance and basics of conjugating verbs in present tense using ar, er, and ir verbs.
- Students will create a menu in target language

Evidence of Learning

Summative Assessment (approximately 12-13 days):

- Completed activities (oral)
- Completed activities (online/written)
- Vocabulary Quizzes
- Grammar Quizzes
- Test on Chapter 4

Formative Assessments:

- Chapter 4 test
- Verb quizzes
- Menu project

Equipment Needed:

- Computer
- Lcd projector

Teacher Resources:

- Textbook – teacher’s edition and student editions
- Lesson Plans
- Internet or cdrom version of text
- Class texts
- Cds for audio activities
- Workbook

Lesson Plans	
Lesson	Timeframe
Identifying foods and discussing meals	2 days
Ordering food and beverages	2 days
Using present tense er and ir verbs	2 days
Using infinitive expressions	2 days
Reading and listening comprehension	1 day
Comparing and contrasting eating habits in the United States, Spain, and Latin America and developing more reading comprehension skills	1 day
Chapter review and test	2 days
Curriculum Development Resources: (Click the links below to access additional resources used to design this unit) books.quia.com/books and glencoe.com	

Unit 4 Sample Lesson Plan: Grade Level 5

Date: 2/27/20	Lesson: chapter 4 vocabulary 1 day two	Week of 2/24/20
Standard: 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3		Materials/Literature Used: student textbook, online textbook, online workbook, smartboard, foldables (student made), props, ipads

<p>Learning Objective: TSW</p> <ul style="list-style-type: none"> -identify common food and beverages -discuss foods and beverages they eat/don't eat and drink/don't drink. 	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> - introduction to vocabulary last class - identification of prior cognates and false cognates <p>Future Knowledge:</p> <ul style="list-style-type: none"> -combining vocabulary from foldable of what they eat/don't eat and drink/don't drink to expand beyond items in textbook and tell what they like to eat and don't eat (combining verb and infinitive verb) -Students will do a food choice project to expand upon vocab choices. See attached. 	<p>Misconceptions and anticipated misunderstandings</p> <p>Use of tener to express hunger/thirst</p> <p>Many students think of Spanish foods as Mexican foods.</p> <p>Lunch is biggest meal of the day for most as opposed to dinner</p>	<p>Vocabulary: <u>Content:</u></p> <p>Panecillo, mantequilla, tostada, cereal, tocino, huevos, desayuno, almuerzo , hamburguesa, sandwich, jamon, bocadillo, pizza, ensalada, lechuga, tomate, pollo, helado, flan, postre, cena, legumbres, vegetales, verduras, papas, patata frita, carne, pescado, arroz, frijoles, bebidas, leche, cola, agua, vaso, taza, café, jugo, naranja, torta, tarta, sobremesa, hambre, sed, comer, beber</p>
<p>Activity:</p> <p>Do now activity, read aloud foldables with students in your row. Discuss what you have in common. Using food props we will identify which items go into which category using the Spanish words.</p> <p>Explain food choice board assignment.</p> <p>Then do activity one as a class on smartboard. Students to use ipads/notebooks to write their answer for a quick check.</p> <p>Activity 2 with volunteers on smartboard. Activity 3 in groups using ipads with class review. Activity 4 on smartboard as a class. Class challenge for activity 6 for prizes. Discuss the connections and otras partes notes with students.</p> <p>Game of simon come/bebe if time permits.</p> <p>Student led closure of lesson with "por favor tell me more"</p>		<p>Assessment: Tswb evaluated on:</p> <ul style="list-style-type: none"> -Activities in groups will be informal assessments and practical use of words. -Participation amongst students during class review and game and discussion on cognates - homework online ch. 4 vocab 1 abc - por favor tell me more student led closure -quiz next class 	

Content Area: Spanish	
Unit Title: Deportes	
Target Course/Grade Level: 5th grade Spanish	
Unit Summary: <ul style="list-style-type: none"> • Talk about sports • Describe a soccer uniform • Compare team sports in the U.S. and Spanish-speaking countries • Use present tense of stem-changing verbs • Use verbs such as interesar, aburrir, and gustar Primary Interdisciplinary Connections: <ul style="list-style-type: none"> • Students will reinforce and further Identify colors • their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2) • It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2 21st Century Themes: <ul style="list-style-type: none"> • Life and Career Skills • Learning and Innovation skills • Global Awareness Skills 	
Unit Rationale: To create individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.	
Learning Targets	
Standards: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts, and ideas while also gaining an understanding of other cultures. They will make connections with other content areas and compare the language and culture with their own.	
Content Statements: Students will be able to identify and describe people and things including telling where someone is from. They will be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns and the present tense of the verb ser.	
CPI Number	Cumulative Progress Indicator (CPI)

7.1 NH. A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1. NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures.
7.1.NH.A4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NHB.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1. NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas
7.1. NH. C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing
7.1 NH. C. 3	Describe in writing people and things from the home and school environment
7.1 NH C. 4	Tell or re-tell stories from age and level appropriate culturally authentic materials orally or in writing
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> • Can I talk about sports? • Can I describe a sports uniforms? • What are the colors in Spanish? • Can I compare team sports in the United States and Spanish-speaking countries? • Can I conjugate and use stem-changing verbs correctly? • Can I use verbs such as interesar, aburrir, and gustar to discuss what I (or others like) or do not like? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> • Talk about sports, the different positions, equipment needed and where you play? • Describe different uniforms for their respective sports • Identify the colors in Spanish and apply to clothing descriptions and sports objects and beyond. • Describe and discuss cultural differences amongst Spanish speakers in other countries and those of the United States. • Use conjugated forms of stem changing verbs. • Express likes/dislikes and expand vocabulary/opinions using verbs such as interesar, aburrir, and gustar. </div> </div>	

Unit Learning Targets*The students will . . .*

- Read and complete activities of Chapter 5 in Asi se Dice text level 1
- Students will view cultural videos as well as grammar review videos.
- Students will listen to authentic speakers and read comic strips in Spanish
- Students will show mastery of regular verb conjugations and expand to present tense stem-changing verbs.
- Students will use verbs such as interesar, aburrir, and gustar to explain their feelings about certain things.
- Students will be able to explain cultural differences between other countries and United States schools and give their opinion of sports.

Evidence of Learning**Summative Assessment (approximately 12 days):**

- Completed activities (oral)
- Completed activities (online/written)
- Vocabulary Quizzes
- Grammar Quizzes
- Test on Chapter 5

Equipment Needed:

- Computer
- Lcd projector

Teacher Resources:

- Textbook – teacher’s edition and student editions
- Lesson Plans
- Internet or cdrom version of text
- Class texts
- Cds for audio activities
- Workbook

Formative Assessments:

- Chapter 5 test
- Verb quiz

Lesson Plans	
Lesson	Timeframe
Soccer vocabulary	2 days
Baseball, basketball, and tennis vocabulary	2 days

Using present tense stem-changing verbs	2 days
Reviewing present tense stem changing verbs and the verbs interesar, aburrir, and gustar	1 days
Reading and listening comprehension skills and the comparison of teams sports between the United States and Spanish-speaking countries	1 day
Developing more reading comprehension skills	1 day
Curriculum Development Resources: (Click the links below to access additional resources used to design this unit) books.quia.com/books and glencoe.com	

Grade 6

Content Area: Spanish 6	
Unit Title: Lecciones Prelimanares	
Target Course/Grade Level: 6	
Unit Summary Introduction to basic Spanish vocabulary including numbers, weather, days, months, seasons, greetings, and salutations, and the Spanish speaking world. Primary interdisciplinary connections: geography/social studies as Spanish speaking countries and cultural differences arise. English/language arts with cognates, grammatical differences 21st century themes: Global awareness and Literacy	
Unit Rationale This unit provides an introduction of basic Spanish vocabulary to carry on a simple conversation. This allows for a foundation to build upon from here on.	
Learning Targets	
Standards	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target cultures.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age and level appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.3	Imitate appropriate gestures and intonation of the target cultures/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.2	Imitate, recite, and or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target cultures.
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> • Can students appropriately greet others and carry on simple conversations using key cultural gestures? • Can students identify the differences and explain the gestures made in other countries as opposed to the United States? • What are courtesy words and responses? • Can students use numbers up to 100? Explain monetary units. • What is different culturally about the Spanish calendar and days/months? • Can students tell time? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> • Explain cultural gestures and have a casual conversation with greetings, salutations courtesy words. Etc. • Count to 100 and beyond and use to discuss money. • Understand that not all countries use the dollar or peso. Each has their own • Discuss cultural differences in Spanish calendar • Express time in Spanish in more than 1 way </div> </div>	
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Create casual conversation in different situations both on paper and aloud. • Use appropriate cultural gestures. • Count and write numbers up to 100 and give and ask for prices. • Identify different monetary units and discuss differences between United States and others. • Explain the Spanish calendar. • Give the date • Give the time. • Discuss the weather. 	
Evidence of Learning	

Summative Assessment**Assessments:**

- Informal assessments via workbook pages and/or homework of LP3, 4, 5, 6, 7,8, 9, 10, 11, 12
- Formative assessments: Create skits on paper or to be performed with casual conversations including, greeting, salutations, giving the date, time, season, numbers, weather.
- Summative assessments: Test at end of preliminary chapter

Equipment needed and**Teacher Resources:**

Smartboard, computer, books.quia.com website, youtube website, supplemental materials from teacher, glencoe website, ipads, textbooks, workbook.

Lesson Plans

Lesson	Timeframe
Lesson 1 Greetings, salutations, courtesy words	1 day
Lesson 2 Numbers	1 day
Lesson 3 Days, dates, months, time	2 day
Lesson 4 Weather and seasons	2 days
Lesson 5 Review and test	2 days

Content Area: Spanish**Unit Title: ? Como Samos?****Target Course/Grade Level: 6th grade Spanish**

<p>Unit Summary:</p> <ul style="list-style-type: none"> • Identify people and things • Tell where someone is from • Tell what subjects you take and express opinions about them • Talk about Spanish speakers in the united states • Use nouns, adjectives, and articles • Use the verb ser • Use tu and usted <p>Primary Interdisciplinary Connections: Students will reinforce and further their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2) It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2 21 Century Themes:</p> <ul style="list-style-type: none"> • Life and Career Skills • Learning and Innovation skills • Global Awareness Skills 	
<p>Unit Rationale: To create individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.</p>	
<p>Learning Targets</p>	
<p>Standards: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts, and ideas while also gaining an understanding of other cultures. They will make connections with other content areas and compare the language and culture with their own.</p>	
<p>Content Statements: Students will be able to identify and describe people and things including telling where someone is from. They will be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns and the present tense of the verb ser.</p>	
<p>CPI Number</p>	<p>Cumulative Progress Indicator (CPI)</p>

7.1 NH. A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1. NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures.
7.1.NH.A4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NHB.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1. NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas
7.1. NH. C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing
7.1 NH. C. 3	Describe in writing people and things from the home and school environment
7.1 NH C. 4	Tell or re-tell stories from age and level appropriate culturally authentic materials orally or in writing
<div><div><div>Unit Essential Questions</div><div><ul style="list-style-type: none">• Can I identify and describe people and objects?• Can I tell where someone is from?• Can I talk about school subjects that I take and express my opinions about them?• Can I talk about Spanish speakers in the United States?</div></div><div><div>Unit Enduring Understandings</div><div><ul style="list-style-type: none">• Identify and describe people and objects using adjective agreement, articles, and proper conjugation of verbs.• Discuss origin of self and others.• Discuss school subjects and your opinions of them and compare and contrast to other cultures.• Describe and discuss cultural differences amongst Spanish speakers in other countries and those of the United States.</div></div></div>	
<div><div>Unit Learning Targets</div><div><div>The students will . . .</div><div><ul style="list-style-type: none">• Read and complete activities of Chapter 1 in Asia se Dice text level 1• Students will view cultural videos as well as grammar review videos.• Students will listen to authentic speakers and read comic strips in Spanish• Students will show mastery of adjective agreement and present use of ser to describe people and things.• Students will express origin of self and others.• Students will be able to explain cultural differences between other countries and United States schools and give their opinion of classes.</div></div></div>	

Evidence of Learning
<p>Summative Assessment (approximately 13-14 days):</p> <ul style="list-style-type: none"> • Completed activities (oral) • Completed activities (online/written) • Vocabulary Quizzes • Grammar Quizzes • Test on Chapter 1 <p>Equipment Needed:</p> <ul style="list-style-type: none"> • Computer • Lcd projector <p>Teacher Resources:</p> <ul style="list-style-type: none"> • Textbook – teacher’s edition and student editions • Lesson Plans • Internet or cdrom version of text • Class texts • Cds for audio activities • Workbook <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Chapter 1 tests and quizzes

Lesson Plans	
Lesson	Timeframe
Identify and describe people and things	2 days
Tell what subjects you take and express opinions about them	2 days
Using nouns and articles	1 day
Using adjectives	1 day
Using the verb ser	2 days
Development of reading, listening, and comprehension skills	1 day
Talking about Spanish speakers in the US and reading comprehension	1 day
Chapter review and test	3 days

Curriculum Development Resources:

(Click the links below to access additional resources used to design this unit)

books.quia.com/books and glencoe.com

Content Area: Spanish
Unit Title: La familia y la casa
Target Course/Grade Level: 6th grade Spanish
Unit Summary: <ul style="list-style-type: none">• Talk about families and pets• Describe a house or apartment• Describe rooms and some furnishings• Discuss a family from Ecuador• Use the verb tener• Use possessive adjectives Primary Interdisciplinary Connections: <ul style="list-style-type: none">• Students will reinforce and further their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2)• It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2 21st Century Themes: <ul style="list-style-type: none">• Life and Career Skills• Learning and Innovation skills• Global Awareness Skills
Unit Rationale: To create individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.
Learning Targets
Standards: <p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts, and ideas while also gaining an understanding of other cultures. They will make connections with other content areas and compare the language and culture with their own.</p>
Content Statements:

Students will be able to identify and describe people and things including telling where someone is from. They will be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns and the present tense of the verb *ser*.

CPI Number	Cumulative Progress Indicator (CPI)
7.1 NH. A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1. NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures.
7.1.NH.A4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NHB.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1. NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas
7.1. NH. C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing
7.1 NH. C. 3	Describe in writing people and things from the home and school environment
7.1 NH C. 4	Tell or re-tell stories from age and level appropriate culturally authentic materials orally or in writing
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> Can I identify and describe family members and pets? Can I describe a home? Can I talk describe rooms in a house/home and some basic furniture that goes in them? Can I talk about a family from Ecuador? Can I use <i>tener</i> and express ownership? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> Identify and describe family members and pets using adjective agreement, articles, and proper conjugation of verbs. Discuss different types of homes and describe them. Discuss/illustrate/label rooms in a house with the proper furniture. Describe and discuss cultural differences amongst Spanish speakers in other countries and those of the United States. Use conjugated forms of <i>tener</i> and possessive adjectives. </div> </div>	
Unit Learning Targets <i>The students will . . .</i> <ul style="list-style-type: none"> Read and complete activities of Chapter 2 in <i>Así se Dice</i> text level 1 View cultural videos as well as grammar review videos. 	

- Listen to authentic speakers and read comic strips in Spanish
- Show mastery of adjective agreement and present use of *ser* to describe family and pets.
- Use *tener* and possessive adjectives to express ownership.
- Be able to explain cultural differences between other countries and United States schools and give their opinion of homes.
- Be able to create a floor plan of their room and/or house with furniture labeled.
- Be able to create a basic family tree.

Evidence of Learning

Summative Assessment (approximately 12-13 days):

- Completed activities (oral)
- Completed activities (online/written)
- Vocabulary Quizzes
- Grammar Quizzes
- House diagram
- Family tree
- Test on Chapter 2

Equipment Needed:

- Computer
- Internet
- Smartboard

Teacher Resources:

- Textbook – teacher’s edition and student editions
- Lesson Plans
- Internet version of text
- Class texts
- Online workbook
- Supplemental materials for vocab and grammar reinforcement
- Youtube.com
- Ted.ed

Formative Assessments:

- Chapter 2 test
- Diagram of home
- Family tree

Lesson Plans	
Lesson	Timeframe
Identify and describe family and pets	2 days
Describe a home, rooms, furniture	2 days
Using the verb tener	2 days
Using possessive adjectives	2 day
Reading and listening comprehension skills	1 days
Talking about Spanish speakers from Ecuador and reading comprehension	1 day
Chapter review and test	2 days
Curriculum Development Resources: (Click the links below to access additional resources used to design this unit) books.quia.com/books and glencoe.com	

Unit Title: En clase y despues	
Target Course/Grade Level: 6th grade Spanish	
Unit Summary: <ul style="list-style-type: none"> • Talk about what you do in school • Identify some school clothes and school supplies • Talk about what you and your friends do after school • Compare school and after school activities in Spanish speaking countries and in the United States • Use present tense of –ar verbs • Use the verbs ir, dar, and estar • Use the contractions al and del Primary Interdisciplinary Connections: <ul style="list-style-type: none"> • Students will reinforce and further their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2) • It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2 21st Century Themes: <ul style="list-style-type: none"> • Life and Career Skills • Learning and Innovation skills • Global Awareness Skills 	
Unit Rationale: To create individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.	
Learning Targets	
Standards: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts, and ideas while also gaining an understanding of other cultures. They will make connections with other content areas and compare the language and culture with their own.	
Content Statements: Students will be able to identify and describe people and things including telling where someone is from. They will be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns and the present tense of the verb ser.	
CPI Number	Cumulative Progress Indicator (CPI)

7.1 NH. A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.				
7.1. NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.				
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures.				
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions				
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.				
7.1.NHB.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities				
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions				
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.				
7.1. NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas				
7.1. NH. C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing				
7.1 NH. C. 3	Describe in writing people and things from the home and school environment				
7.1 NH C. 4	Tell or re-tell stories from age and level appropriate culturally authentic materials orally or in writing				
<table border="1"> <thead> <tr> <th>Unit Essential Questions</th><th>Unit Enduring Understandings</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Can I talk about what I do in school? • Can I identify school clothing/uniforms and school supplies? • Can I talk about what I do after school alone and with my friends? • Can I compare and contrast after school activities in the United States and in Spanish speaking countries? • Can I understand and apply conjugations of present tense verbs to their corresponding subjects? • Can I use dar, estar, and ir correctly? • What are the contractions of al and del? </td><td> <ul style="list-style-type: none"> • Describe your daily school schedule and discuss what you do in classes. • Discuss different types of school clothing and school supplies that you may or may not need. • Talk about your free time activities that you do alone and with your friends. • Describe and discuss cultural differences amongst Spanish speakers in other countries and those of the United States. • Use conjugated forms of ar verbs. • Use dar, estar, and ir in their respective forms correctly. • Explain contractions of al and del </td></tr> </tbody> </table>		Unit Essential Questions	Unit Enduring Understandings	<ul style="list-style-type: none"> • Can I talk about what I do in school? • Can I identify school clothing/uniforms and school supplies? • Can I talk about what I do after school alone and with my friends? • Can I compare and contrast after school activities in the United States and in Spanish speaking countries? • Can I understand and apply conjugations of present tense verbs to their corresponding subjects? • Can I use dar, estar, and ir correctly? • What are the contractions of al and del? 	<ul style="list-style-type: none"> • Describe your daily school schedule and discuss what you do in classes. • Discuss different types of school clothing and school supplies that you may or may not need. • Talk about your free time activities that you do alone and with your friends. • Describe and discuss cultural differences amongst Spanish speakers in other countries and those of the United States. • Use conjugated forms of ar verbs. • Use dar, estar, and ir in their respective forms correctly. • Explain contractions of al and del
Unit Essential Questions	Unit Enduring Understandings				
<ul style="list-style-type: none"> • Can I talk about what I do in school? • Can I identify school clothing/uniforms and school supplies? • Can I talk about what I do after school alone and with my friends? • Can I compare and contrast after school activities in the United States and in Spanish speaking countries? • Can I understand and apply conjugations of present tense verbs to their corresponding subjects? • Can I use dar, estar, and ir correctly? • What are the contractions of al and del? 	<ul style="list-style-type: none"> • Describe your daily school schedule and discuss what you do in classes. • Discuss different types of school clothing and school supplies that you may or may not need. • Talk about your free time activities that you do alone and with your friends. • Describe and discuss cultural differences amongst Spanish speakers in other countries and those of the United States. • Use conjugated forms of ar verbs. • Use dar, estar, and ir in their respective forms correctly. • Explain contractions of al and del 				

Unit Learning Targets*The students will . . .*

- Read and complete activities of Chapter 3 in Asi se Dice text level 1
- Students will view cultural videos as well as grammar review videos.
- Students will listen to authentic speakers and read comic strips in Spanish
- Students will show mastery of adjective agreement and present use of ser to describe their schools.
- Students will use present tense ar verbs to explain what they do during school and after school.
- Students will be able to explain cultural differences between other countries and United States schools and give their opinion of free time activities.
- Students will be able to understand the importance and basics of conjugating verbs in present tense.

Evidence of Learning**Summative Assessment (approximately 12-13 days):**

- Completed activities (oral)
- Completed activities (online/written)
- Vocabulary Quizzes
- Grammar Quizzes
- Test on Chapter 3

Formative Assessments:

- Chapter 3 test
- Verb quizzes

Equipment Needed:

- Computer
- Lcd projector

Teacher Resources:

- Textbook – teacher’s edition and student editions
- Lesson Plans
- Internet or cdrom version of text
- Class texts
- Cds for audio activities
- Workbook

Lesson Plans

Lesson	Timeframe
Talk about what you do in school	2 days

Talk about after school activities	2 days
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Using present tense ar verbs	2 days
Using ir, dar, and estar	2 days
Reading and listening comprehension skills and the contractions of al and del	1 day
Comparing and contrasting after school activities in the United States and in Spanish speaking countries	1 day
Chapter review and test	2 days
Curriculum Development Resources: (Click the links below to access additional resources used to design this unit) books.quia.com/books and glencoe.co	

Content Area: Spanish	
Unit Title: ¿Que comemos y donde?	
Target Course/Grade Level: 6th grade Spanish	
Unit Summary: <ul style="list-style-type: none"> • Identify foods and discuss meals • Talk about places where you eat • Order food or beverage at a café • Compare eating habits in Spain, Latin America, and in the United States • Use present tense of –er and ir verbs • Use expressions with the infinitive – ir a, tener que, acabar de Primary Interdisciplinary Connections: <ul style="list-style-type: none"> • Students will reinforce and further their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2) • It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2 21st Century Themes: <ul style="list-style-type: none"> • Life and Career Skills • Learning and Innovation skills • Global Awareness Skills 	
Unit Rationale: To create individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.	
Learning Targets	
Standards: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts, and ideas while also gaining an understanding of other cultures. They will make connections with other content areas and compare the language and culture with their own.	
Content Statements: Students will be able to identify and describe people and things including telling where someone is from. They will be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns and the present tense of the verb ser.	
CPI Number	Cumulative Progress Indicator (CPI)

7.1 NH. A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written texts contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1. NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures.
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
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7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
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7.1. NH. C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing
7.1 NH. C. 3	Describe in writing people and things from the home and school environment
7.1 NH C. 4	Tell or re-tell stories from age and level appropriate culturally authentic materials orally or in writing
Unit Essential Questions <ul style="list-style-type: none"> • Can I identify food items and discuss meals? • Can I describe places where I can eat? • Can I order food and beverages and ask for and pay the check? • Can I compare eating habits of people in Spain, Latin America, and the United States? • Can I understand and apply conjugations of present tense <i>er</i> and <i>ir</i> verbs to their corresponding subjects? • Can I use expressions with the infinitive? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Describe common American foods and meals and identify the same in target language • Discuss different types of places where one can eat and what types of meals you can get at certain times of the day. • Role play a server/customer scene and ask for and order food, request the check etc. • Describe and discuss cultural differences amongst Spanish speakers in other countries and those of the United States. • Use conjugated forms of <i>er</i> and <i>ir</i> verbs. • Use infinitive expressions of <i>ir a</i>, <i>tener que</i>, and <i>acabar de</i> correctly.

Unit Learning Targets

The students will . . .

- Read and complete activities of Chapter 4 in Asi se Dice text level 1
- Students will view cultural videos as well as grammar review videos.
- Students will listen to authentic speakers and read comic strips in Spanish
- Students will show mastery of verb agreement and use to describe food and meals.
- Students will use infinitive expressions to express future thoughts, needs, etc.
- Students will be able to explain cultural differences between other countries and United States eating habits and foods.
- Students will be able to understand the importance and basics of conjugating verbs in present tense using ar, er, and ir verbs.
- Students will create a menu in target language

Evidence of Learning

Summative Assessment (approximately 12-13 days):

- Completed activities (oral)
- Completed activities (online/written)
- Vocabulary Quizzes
- Grammar Quizzes
- Test on Chapter 4

Formative Assessments:

- Chapter 4 test
- Verb quizzes
- Menu project

Equipment Needed:

- Computer
- Lcd projector

Teacher Resources:

- Textbook – teacher’s edition and student editions
- Lesson Plans
- Internet or cdrom version of text
- Class texts
- Cds for audio activities
- Workbook

Lesson Plans	
Lesson	Timeframe
Identifying foods and discussing meals	2 days
Ordering food and beverages	2 days
Using present tense er and ir verbs	2 days
Using infinitive expressions	2 days
Reading and listening comprehension	1 day
Comparing and contrasting eating habits in the United States, Spain, and Latin America and developing more reading comprehension skills	1 day
Chapter review and test	2 days
Curriculum Development Resources: (Click the links below to access additional resources used to design this unit) books.quia.com/books and glencoe.com	

Unit 4 Sample Lesson Plan: Grade Level 6

Date: 2/27/20	Lesson: chapter 4 vocabulary 1 day two	Week of 2/24/20
Standard: 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3	Materials/Literature Used: student textbook, online textbook, online workbook, smartboard, foldables (student made), props, ipads	

<p>Learning Objective: TSW</p> <ul style="list-style-type: none"> -identify common food and beverages -discuss foods and beverages they eat/don't eat and drink/don't drink. 	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> - introduction to vocabulary last class - identification of prior cognates and false cognates <p>Future Knowledge:</p> <ul style="list-style-type: none"> -combining vocabulary from foldable of what they eat/don't eat and drink/don't drink to expand beyond items in textbook and tell what they like to eat and don't eat (combining verb and infinitive verb) -Students will do a food choice project to expand upon vocab choices. See attached. 	<p>Misconceptions and anticipated misunderstandings</p> <p>Use of tener to express hunger/thirst</p> <p>Many students think of Spanish foods as Mexican foods.</p> <p>Lunch is biggest meal of the day for most as opposed to dinner</p>	<p>Vocabulary: <u>Content:</u></p> <p>Panecillo, mantequilla, tostada, cereal, tocino, huevos, desayuno, almuerzo , hamburguesa, sandwich, jamon, bocadillo, pizza, ensalada, lechuga, tomate, pollo, helado, flan, postre, cena, legumbres, vegetales, verduras, papas, patata frita, carne, pescado, arroz, frijoles, bebidas, leche, cola, agua, vaso, taza, café, jugo, naranja, torta, tarta, sobremesa, hambre, sed, comer, beber</p>
<p>Activity:</p> <p>Do now activity, read aloud foldables with students in your row. Discuss what you have in common. Using food props we will identify which items go into which category using the Spanish words.</p> <p>Explain food choice board assignment.</p> <p>Then do activity one as a class on smartboard. Students to use ipads/notebooks to write their answer for a quick check.</p> <p>Activity 2 with volunteers on smartboard. Activity 3 in groups using ipads with class review. Activity 4 on smartboard as a class. Class challenge for activity 6 for prizes. Discuss the connections and otras partes notes with students.</p> <p>Game of simon come/bebe if time permits.</p> <p>Student led closure of lesson with "por favor tell me more"</p>		<p>Assessment: Tswb evaluated on:</p> <ul style="list-style-type: none"> -Activities in groups will be informal assessments and practical use of words. -Participation amongst students during class review and game and discussion on cognates - homework online ch. 4 vocab 1 abc - por favor tell me more student led closure -quiz next class 	

<p>Essential Questions:</p> <ul style="list-style-type: none"> -What do we/you eat? -Compare and contrast typical food differences between our typical food and from some Hispanic and Latin American families typical food? -Choose foods are most nutritious from textbook? Can you add your own to that? -How are words like beber/bebida and comer/comida related? Explain the relationship. How would you apply your vocabulary to tell what you eat for breakfast/lunch/dinner on a school day vs. a weekend? 	<p>Differentiation and modifications:</p> <ul style="list-style-type: none"> -paired learning -higher order thinking questions to analyze difference between words and lower level to relate them -preferential seating -copies of notes given -extra time/word bank given on quiz -Additional accommodations given to those students according to their IEP, 504, or I&S action plan 	<p>Technology:</p> <p>Computer, iPad, smart board</p>	<p>Homework:</p> <p>Chapter 4 vocab 1 abc</p> <p>Food choice project</p> <p>See attached</p>
<p>NOTES: Connections to Hispanic students in classroom (IR, AC, BL, EM, JP, DD)</p>			

Content Area: Spanish	
Unit Title: Deportes	
Target Course/Grade Level: 6th grade Spanish	
Unit Summary: <ul style="list-style-type: none"> • Talk about sports • Describe a soccer uniform • Compare team sports in the U.S. and Spanish-speaking countries • Use present tense of stem-changing verbs • Use verbs such as interesar, aburrir, and gustar Primary Interdisciplinary Connections: <ul style="list-style-type: none"> • Students will reinforce and further Identify colors • their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2) • It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2 21st Century Themes: <ul style="list-style-type: none"> • Life and Career Skills • Learning and Innovation skills • Global Awareness Skills 	
Unit Rationale: To create individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.	
Learning Targets	
Standards: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts, and ideas while also gaining an understanding of other cultures. They will make connections with other content areas and compare the language and culture with their own.	
Content Statements: Students will be able to identify and describe people and things including telling where someone is from. They will be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns and the present tense of the verb ser.	
CPI Number	Cumulative Progress Indicator (CPI)

7.1 NH. A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1. NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures.
7.1.NH.A4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NHB.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1. NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas
7.1. NH. C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing
7.1 NH. C. 3	Describe in writing people and things from the home and school environment
7.1 NH C. 4	Tell or re-tell stories from age and level appropriate culturally authentic materials orally or in writing
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> • Can I talk about sports? • Can I describe a sports uniforms? • What are the colors in Spanish? • Can I compare team sports in the United States and Spanish-speaking countries? • Can I conjugate and use stem-changing verbs correctly? • Can I use verbs such as interesar, aburrir, and gustar to discuss what I (or others like) or do not like? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> • Talk about sports, the different positions, equipment needed and where you play? • Describe different uniforms for their respective sports • Identify the colors in Spanish and apply to clothing descriptions and sports objects and beyond. • Describe and discuss cultural differences amongst Spanish speakers in other countries and those of the United States. • Use conjugated forms of stem changing verbs. • Express likes/dislikes and expand vocabulary/opinions using verbs such as interesar, aburrir, and gustar. </div> </div>	

Unit Learning Targets*The students will . . .*

- Read and complete activities of Chapter 5 in Asi se Dice text level 1
- Students will view cultural videos as well as grammar review videos.
- Students will listen to authentic speakers and read comic strips in Spanish
- Students will show mastery of regular verb conjugations and expand to present tense stem-changing verbs.
- Students will use verbs such as interesar, aburrir, and gustar to explain their feelings about certain things.
- Students will be able to explain cultural differences between other countries and United States schools and give their opinion of sports.

Evidence of Learning**Summative Assessment (approximately 12 days):**

- Completed activities (oral)
- Completed activities (online/written)
- Vocabulary Quizzes
- Grammar Quizzes
- Test on Chapter 5

Equipment Needed:

- Computer
- Lcd projector

Teacher Resources:

- Textbook – teacher’s edition and student editions
- Lesson Plans
- Internet or cdrom version of text
- Class texts
- Cds for audio activities
- Workbook

Formative Assessments:

- Chapter 5 test
- Verb quiz

Lesson Plans	
Lesson	Timeframe
Soccer vocabulary	2 days
Baseball, basketball, and tennis vocabulary	2 days

Using present tense stem-changing verbs	2 days
Reviewing present tense stem changing verbs and the verbs interesar, aburrir, and gustar	1 days
Reading and listening comprehension skills and the comparison of teams sports between the United States and Spanish-speaking countries	1 day
Developing more reading comprehension skills	1 day
Curriculum Development Resources: (Click the links below to access additional resources used to design this unit) books.quia.com/books and glencoe.com	

Grade 7

Content Area: Spanish 7	
Unit Title: Repaso Unit	
Target Course/Grade Level: 7 th grade	
Unit Summary Primary interdisciplinary connections: <ul style="list-style-type: none"> Connects to social studies/geography as we discuss other countries and their cultural traditions Connects to Language arts as parts of speech and writing. 21st century themes: Literacy and global awareness	
Unit Rationale This unit serves to review all major topics learned in previous year including but not limited to tener, ser, general vocab, grammar agreement, verb conjugations in past and present as well as present progressive to build further foundation for this year.	
Learning Targets	
Standards	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target cultures.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of brief oral and written messages using age and level appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target cultures/language during greeting, leave-takings, and daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.NH.B.5	Converse on a variety of familiar topics and or topics studied in other content areas.		
7.1.NM.C.2	Imitate, recite and or dramatize simple poetry, rhymes, songs, and skits		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age and level appropriate culturally authentically materials orally or in writing Create and present brief messages, poems, rhymes, songs, short plays, or role plays using familiar vocabulary orally or in writing.		
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Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • The students will accurately describe friends, family, places with correct grammatical agreement. • Students will conjugate present tense verbs (regular and irregular). • Students will be able to describe themselves and others. • Students will use ser and estar correctly in appropriate situations. • Students will discuss sports especially sports in the Spanish speaking world. • Students will conjugate stem changing verbs. • Master the usage of verbs like gustar. • Describe the features of a sport. • Apply the vocabulary learned for other situations. • Describe cultural differences between Spanish speaking countries and the United States. 			

Evidence of Learning

Summative Assessment (Assessments):

- Informal assessments through workbook pages R3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17
- Quizzes after each section A B and C

Formative assessment: (All below activities will allow students to apply their vocabulary skills in different situations and create original sentences)

- Describe a friend or family (in paragraph form)
- Choice of describing things he/she and friends do in school, a party, or at a restaurant
- Choice of describing their favorite sport or activities he/she likes to do with friends and why.

Teacher Resources: Smartboard, Books.quia.com website, textbooks, you tube videos, grammar and vocab videos from glencoe.com, dictionaries

Lesson Plans

Lesson	Timeframe
Lesson 1 Repaso A	5 days
Lesson 2 Repaso B	5 days
Lesson 3 Repaso C	5 days

Content Area: Spanish
Unit Title: El bienestar
Target Course/Grade Level: 7th grade Spanish
Unit Summary: <ul style="list-style-type: none"> • Describe people's personality, conditions, and emotions • Explain minor illnesses • Talk about a doctor's appointment • Learn about a literary genre – the picaresque novel • Use ser and estar • Use indirect object pronouns Primary Interdisciplinary Connections: <ul style="list-style-type: none"> • Students will reinforce and further their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2) • It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2 21st Century Themes: <ul style="list-style-type: none"> • Life and Career Skills • Learning and Innovation skills • Global Awareness Skills
Unit Rationale: To create individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.
Learning Targets
Standards: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts, and ideas while also gaining an understanding of other cultures. They will make connections with other content areas and compare the language and culture with their own.
Content Statements: Students will be able to identify and describe people and things including telling where someone is from. They will be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns and the present tense of the verb ser.

CPI Number	Cumulative Progress Indicator (CPI)
7.1 NH. A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1. NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures.
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1. NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas
7.1. NH. C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing
7.1 NH. C. 3	Describe in writing people and things from the home and school environment
7.1 NH C. 4	Tell or re-tell stories from age and level appropriate culturally authentic materials orally or in writing
Unit Essential Questions <ul style="list-style-type: none"> • Can I describe a person's personality, condition, and emotions? • Can explain and treat minor illnesses? • Can I make and talk about a doctor's appointment and role play as a doctor? • What is the literary genre the picaresque novel? Can I understand one? • Can I determine the appropriate times to use ser vs. estar and apply correctly? • Can I use indirect object pronouns correctly? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Describe a person's personality, condition, and their emotions. • Describe different ailments and how one should treat them in Spanish. • Role play as doctor and patient and ask what is wrong, explain, and treat, etc. • What is a picaresque novel? • What is El Periquillo Sarnieto about? • Use ser and estar correctly in appropriate places. Understand the difference between the two verbs. • Apply indirect object pronouns as needed and understand placement differences.

Unit Learning Targets

The students will . . .

- Read and complete activities of Chapter 6 in Asi se Dice text level 1
- Students will view cultural videos as well as grammar review videos.
- Students will listen to authentic speakers and read comic strips in Spanish
- Students will show mastery of using ser and estar in appropriate situations
- Students will be able to make a doctor's appointment, explain their condition, and give advice to someone else.
- Students will read authentic excerpted text by Jose Joaquin Fernandez de Lizard and discuss.
- Students will be able to correctly apply indirect object pronouns to sentences written and orally.

Evidence of Learning**Summative Assessment (approximately 12 days):**

- Completed activities (oral)
- Completed activities (online/written)
- Vocabulary Quizzes
- Grammar Quizzes
- Test on Chapter 6

Equipment Needed:

- Computer
- Lcd projector

Teacher Resources:

- Textbook – teacher's edition and student editions
- Lesson Plans
- Internet or cdrom version of text
- Class texts
- Cds for audio activities
- Workbook

Formative Assessments:

- Chapter 6 test
- Verb quiz

Lesson Plans	
Lesson	Timeframe
Personality, condition, and emotion vocabulary	2 days
Minor illness vocabulary	2 days
Ser vs. Estar	2 days
Indirect object pronouns	1 day
Reading and listening comprehension skills and the picaresque novel	1 day
Developing more reading comprehension skills	1 day
Chapter review and test	2 days
Curriculum Development Resources: (Click the links below to access additional resources used to design this unit) books.quia.com/books and glencoe.com	

Unit 6 Sample Lesson Plan: Grade Level 7

Date: 11/5/19	Lesson: chapter 6 vocabulary 1 day two		Week of: 11/1-11/6
Standard: 7.1.NH.A.3, 7.1.NH.B.2, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.3		Materials/Literature Used: student textbook, online textbook, online workbook, smart board notes, vocabulary quiz	
Learning Objective: TSW -use vocabulary words to describe people's conditions, personality, and emotions. - interpret meaning of words that are unknown in target language via cognates and roots	Prior Knowledge: - introduction to vocabulary last class - identification of prior cognates and false cognates	Misconceptions and anticipated misunderstandings: - molest = molest Enfada an enoja are varied spellings of enfadada and enojada False cognates of Bien educada/mal educado	Vocabulary: <u>Content:</u> Contento, Alegre,buen, mal, energetica, energia, cansado, terco, obstinado, flexible, ambiciosa, tener éxito, modales, educado, comportamiento, enfadada enojada, enoja,enfada,molesta

Activity: Do now activity of chapter 6 vocab one part d replace with synonyms, then glencoe review game, then use smart board to analyze difference between me enfada enfadada and me enoja and enojada. Students to discuss with partners the share aloud. Students will works with partners or groups on activity 2,3, and 5 in text and use smart board to go over as a class. Discuss cognates and other possible answers during this. Correct homework as class. Then quiz last ten minutes. Student led closure of lesson with "por favor tell me more"		Assessment: Tswb evaluated on: -Activities in groups will be informal assessments and practical use of words. -Participation amongst students during class review and game and discussion on cognates - summative quiz on vocabulary at end of class - por favor tell me more student led closure	
Essential Questions: -What is a cognate? What is a false cognate? - What is difference between personality and behavior?	Differentiation and modifications: -paired learning -higher order thinking questions to analyze difference between words and lower level to relate them -preferential seating - copies of notes given - extra time/word bank given on quiz -Additional accommodations given to those students according to their IEP, 504, or i&rs action plan	Technology: Computer, iPad, smart board	Homework: None

Content Area: Spanish	
Unit Title: De Vacaciones	
Target Course/Grade Level: 7th grade Spanish	
Unit Summary: <ul style="list-style-type: none"> • Talk about summer and winter weather and activities • Discuss summer and winter resorts in Spanish speaking countries • Use preterite tense of regular ar verbs • Use preterite of ir and ser • Use direct object pronouns Primary Interdisciplinary Connections: <ul style="list-style-type: none"> • Students will reinforce and further their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2) • It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2 21st Century Themes: <ul style="list-style-type: none"> • Life and Career Skills • Learning and Innovation skills • Global Awareness Skills 	
Unit Rationale: To create individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.	
Learning Targets	
Standards: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts, and ideas while also gaining an understanding of other cultures. They will make connections with other content areas and compare the language and culture with their own.	
Content Statements: Students will be able to identify and describe people and things including telling where someone is from. They will be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns and the present tense of the verb ser.	
CPI Number	Cumulative Progress Indicator (CPI)

7.1 NH. A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, un familiar spoken or written worlds contained in culturally authentic materials using electronic information sources related to targeted themes.				
7.1. NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.				
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures.				
7.1.NH.A4	Identify people, places, objects, and activities in daily life based on oral or written descriptions				
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.				
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7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions				
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7.1. NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas				
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Unit Learning Targets

The students will . . .

- Read and complete activities of Chapter 7 in Asi se Dice text level 1B
- Students will view cultural videos as well as grammar review videos.
- Students will listen to authentic speakers and read comic strips in Spanish
- Students will show mastery of using preterite tense ar verbs in appropriate situations
- Students will be able to determine when/if ser or ir is being used in past tense and should also be able to use the forms.
- Students will be able to correctly apply direct object pronouns to sentences written and orally.
- Students will be able to discuss different past time activities to do in different weather situations and explain differences between summer and winter resorts in Spanish speaking countries.

Evidence of Learning**Summative Assessment (approximately 12 days):**

- Completed activities (oral)
- Completed activities (online/written)
- Vocabulary Quizzes
- Grammar Quizzes
- Test on Chapter 7

Equipment Needed:

- Computer
- Lcd projector

Teacher Resources:

- Textbook – teacher’s edition and student editions
- Lesson Plans
- Internet or cdrom version of text
- Class texts
- Cds for audio activities
- Workbook

Formative Assessments:

- Chapter 7 test
- Verb quiz

Lesson Plans	
Lesson	Timeframe
Summer weather and Activities	2 days
Winter weather and Activities	2 days
Preterite tense of Ar verbs	2 days
Preterite of ir and ser	1 day

Reading and listening comprehension skills and direct object pronouns	1 day
Developing more reading comprehension skills	1 day
Discussing winter resorts in Argentina and summer resorts in Spain	1 days
Chapter review and test	2 days
Curriculum Development Resources: (Click the links below to access additional resources used to design this unit) books.quia.com/books and glencoe.com	

Content Area: Spanish
Unit Title: En tu tiempo libre
Target Course/Grade Level: 7th grade Spanish
Unit Summary: <ul style="list-style-type: none"> • Talk about a birthday party • Talk about concerts, movie, and museums • Discuss Hispanic art and music • Talk about free time activities • Use preterite of er and ir verbs • Use the verbs oír and leer • Use affirmative and negative words Primary Interdisciplinary Connections: <ul style="list-style-type: none"> • Students will reinforce and further their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2) • It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2 21ST Century Themes: <ul style="list-style-type: none"> • Life and Career Skills • Learning and Innovation skills • Global Awareness Skills
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Content Statements: Students will be able to identify and describe people and things including telling where someone is from. They will be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns and the present tense of the verb ser.

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Unit Learning Targets

The students will . . .

- Read and complete activities of Chapter 8 in Asi se Dice text level 1B
- Students will view cultural videos as well as grammar review videos.
- Students will listen to authentic speakers and read comic strips in Spanish
- Students will show mastery of using preterite tense *er* and *ir* verbs in appropriate situations
- Students will be able to use the verbs *oir* and *leer* correctly.
- Students will be able to correctly apply affirmations or negations to their writing/speaking.
- Students will be able to discuss different parties/events they have gone to and discuss some famous Hispanic artists and places to visit.

Evidence of Learning**Summative Assessment (approximately 12 days):**

- Completed activities (oral)
- Completed activities (online/written)
- Vocabulary Quizzes
- Grammar Quizzes
- Test on Chapter 8

Equipment Needed:

- Computer
- Lcd projector

Teacher Resources:

- Textbook – teacher’s edition and student editions
- Lesson Plans
- Internet or cdrom version of text
- Class texts
- Cds for audio activities
- Workbook

Formative Assessments:

- Chapter 8 test
- Verb quiz

Lesson Plans	
Lesson	Timeframe
Talk about birthday party and concert	2 day
Discuss movies and museums	2 days
Preterite tense of er and ir verbs	2 days

Use oir and leer verbs	1 day
Reading and listening comprehension skills and affirmative and negative words	1 day
Developing more reading comprehension skills and discussing Hispanic art and music	1 day
Chapter review and test	2 days
Curriculum Development Resources: (Click the links below to access additional resources used to design this unit) books.quia.com/books and glencoe.com	

Content Area: Spanish
Unit Title: Vamos de Compras
Target Course/Grade Level: 7th grade Spanish
Unit Summary: <ul style="list-style-type: none"> • Talk about buying clothes • Talk about buying food • Compare shopping in Spanish speaking countries with shopping in the United States. • Use numbers from 101-1 million • Use present tense of saber and conocer • Use comparatives and superlatives • Use demonstrative adjectives and pronouns Primary Interdisciplinary Connections: <ul style="list-style-type: none"> • Students will reinforce and further their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2) • It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2 21st Century Themes: <ul style="list-style-type: none"> • Life and Career Skills • Learning and Innovation skills • Global Awareness Skills
Unit Rationale: To create individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.
Learning Targets
Standards: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts, and ideas while also gaining an understanding of other cultures. They will make connections with other content areas and compare the language and culture with their own.

Content Statements: Students will be able to identify and describe people and things including telling where someone is from. They will be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns and the present tense of the verb ser.	
CPI Number	Cumulative Progress Indicator (CPI)
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7.1 NH C. 4	Tell or re-tell stories from age and level appropriate culturally authentic materials orally or in writing

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • Can I talk about clothes and ask for and pay for clothing? • Can I talk about buying food and ask for and pay for it • Can I compare shopping in the United States and in Spanish speaking countries? • Can I use numbers up to one million? • Can I determine the difference of conocer and saber and use in appropriate settings in the present tense? • Can I use comparatives, superlatives, demonstrative adjectives and pronouns in their respectful grammar situations? 	<ul style="list-style-type: none"> • Describe clothing and talk about buying clothes. • Describe food and talk about buying food. • Explain the differences in shopping in Spanish-speaking countries with shopping in the United States. • Know and give numbers and prices up to one million orally and written. • Know when to use conocer and saber and apply correctly. • Use comparatives, superlatives, demonstrative adjectives and pronouns.

Unit Learning Targets

The students will . . .

- Read and complete activities of Chapter 9 in Asi se Dice text level 1B
- Students will view cultural videos as well as grammar review videos.
- Students will listen to authentic speakers and read comic strips in Spanish
- Students will role play a scenario of buying clothes.
- Students will role play a scenario of buying food.
- Students will be able to identify numbers up to 1 million.
- Students will be able to understand usages of saber, conocer, comparatives, superlatives, demonstrative adjectives, and pronouns.
- Students will be able to compare and contrast shopping in the United States vs. shopping in Spanish speaking countries.

Evidence of Learning

Summative Assessment (approximately 12 days):

- Completed activities (oral)
- Completed activities (online/written)
- Vocabulary Quizzes
- Grammar Quizzes
- Test on Chapter 9

Equipment Needed:

- Computer
- Lcd projector

Teacher Resources:

- Textbook – teacher’s edition and student editions
- Lesson Plans
- Internet or cdrom version of text
- Class texts
- Cds for audio activities
- Workbook

Formative Assessments:

- Chapter 9 test
- Clothing project

Lesson Plans	
Lesson	Timeframe
Talk about buying clothes	2 days
Talk about buying food	2 days

Numbers up to 1 million	1 days
Saber and Conocer	1 day
Comparatives, superlatives, demonstratives	1 day
Developing more reading comprehension skills. Reading comprehension skills and comparison shopping	1 day
Reading comprehension and Chapter review and test	2 days
<p>Curriculum Development Resources: (Click the links below to access additional resources used to design this unit)</p> <p>books.quia.com/books and glencoe.com</p>	

Content Area: Spanish
Unit Title: En avion
Target Course/Grade Level: 7th grade Spanish
<p>Unit Summary:</p> <ul style="list-style-type: none"> • Talk about packing for a trip and getting to the airport • Tell what you do at the airport • Talk about being on an airplane • Discuss air travel in South America • Use verbs the have g in the yo form of the present tense • Use the present progressive tense <p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Students will reinforce and further their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2) • It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2 <p>21st Century Themes:</p> <ul style="list-style-type: none"> • Life and Career Skills • Learning and Innovation skills • Global Awareness Skills
Unit Rationale: To create individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.
Learning Targets
<p>Standards:</p> <p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts, and ideas while also gaining an understanding of other cultures. They will make connections with other content areas and compare the language and culture with their own.</p>

Content Statements: Students will be able to identify and describe people and things including telling where someone is from. They will be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns and the present tense of the verb ser.	
CPI Number	Cumulative Progress Indicator (CPI)
7.1 NH. A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1. NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures.
7.1.NH.A4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NHB.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1. NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas
7.1. NH. C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing
7.1 NH. C. 3	Describe in writing people and things from the home and school environment
7.1 NH C. 4	Tell or re-tell stories from age and level appropriate culturally authentic materials orally or in writing

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Can I explain what I would need for a trip and how I would get to the airport? • Can I make trip reservations and an itinerary in Spanish? • Can I explain what I need to do at the airport? • Can I talk about being on an airplane and what one does on a plane? • Can I discuss air travel in South America? • Can I use verbs that have a g in the yo form of the present tense? • Can I apply the present progressive tense correctly? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Describe clothing needed and other items one may need for a trip. Tell how I would get to the airport. • Make an itinerary of your trip and orally make trip reservations. • Describe what one goes through when they get to the airport. • Talk about activities and what goes on during a flight. • Compare and contrast air travel in South America. • Use verbs with a g in the yo form correctly. • Understand what the present progressive tense is and when to use it and do so as needed.
<p>Unit Learning Targets <i>The students will . . .</i></p> <ul style="list-style-type: none"> • Read and complete activities of Chapter 10 in Asi se Dice text level 1B • Students will view cultural videos as well as grammar review videos. • Students will listen to authentic speakers and read comic strips in Spanish • Students will role play a scenario of and airport/airplane encounter. • Students will create a trip itinerary. • Students will be able to identify necessary items to pack for a trip. • Students will be able to understand the present progressive verb tense and how to use it. • Students will be able to use verbs that have a g in the yo form. 	
<p>Evidence of Learning</p>	

Summative Assessment (approximately 12 days):

- Completed activities (oral)
- Completed activities (online/written)
- Vocabulary Quizzes
- Grammar Quizzes
- Test on Chapter 10

Equipment Needed:

- Computer
- Lcd projector

Teacher Resources:

- Textbook – teacher’s edition and student editions
- Lesson Plans
- Internet or cdrom version of text
- Class texts
- Cds for audio activities
- Workbook

Formative Assessments:

- Chapter 10 test
- Trip project

Lesson Plans	
Lesson	Timeframe
Talk about packing for a trip and getting to airport	2 days
Tell what you do at the airport and talk about being on a plane	2 days
Verbs that have a g in the yo form of the present tense	1 days
Present Progressive tense	1 day

Developing more reading comprehension skills And past progressive review	1 day
Reading comprehension skills discussing travel in south America.	1 day
Reading comprehension and Chapter review and test	2 days
Curriculum Development Resources: (Click the links below to access additional resources used to design this unit) books.quia.com/books and glencoe.com	

Grade 8

Content Area: Spanish
Unit Title: Repaso 8
Target Course/Grade Level: Spanish 2 8 th grade
<p>Unit Summary This unit serves as an overall review of major topics learned in 6th and 7th grade including but not limited to basic grammar structures, conjugations of verbs (regular and irregular), travel in Spanish speaking countries, health and well being, school and family life, etc.</p> <p>Primary interdisciplinary connections: language arts for grammatical structures and geography/social studies for Spanish speaking countries and culture</p> <p>21st century themes: Literacy and Global awareness</p>
Unit Rationale This unit reviews and maintains the foundation set forth the two previous years and will allow for continued learning

Learning Targets	
Standards	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age and level appropriate, culturally authentic materials on familiar topics.
7.1.NH.A.4	Identify people, places, objects and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Can students describe friends, family, places? • Can students provide accurate grammatical agreement of verbs, nouns, adjectives, articles? • Can students correctly use present tense verbs? • Can students discuss activities they do at home and at school? • Can students decipher the difference between vocabulary related to personality and their general well being and apply the correct words in appropriate situations? • What are the differences between ser and estar? • How and when do you use indirect object pronouns? • Can students apply changes to stem changing verbs and conjugate? • Can they discuss like/dislikes using verbs like gustar. • What are comparatives and superlatives? • Can students explain the difference between saber and conocer? • Can you describe activities and vacations you might take in the winter/summer • Can you conjugate past tense verbs (regular and irregular)? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Give accurate grammatical descriptions of people and places with distinct adjectives demonstrating overall understanding of structure of language. • Understand and apply ser and estar in correct situations. Analyze when sometimes they can mean different things. Apply to future. • Generally understand conjugation of all present tense verbs regular and irregular. • Express likes and dislikes beyond just using gustar. • Explain what an indirect object, comparative, superlative are and apply in correct speaking and writing. • Use past tense verbs to discuss previous real or imagined vacation trips. Write a fake postcard from one.
<p>Unit Learning Targets</p> <ul style="list-style-type: none"> • <i>The</i> students will accurately describe friends, family, places with correct grammatical agreement. • Students will conjugate present tense verbs (regular and irregular). • Students will be able to describe themselves and others. • Students will use ser and estar correctly in appropriate situations. • Students will discuss sports especially sports in the Spanish speaking world. 	

- Students will conjugate stem changing verbs.
- Master the usage of verbs like gustar.
- Students will be able to use conocer and saber in appropriate situations.
- Students will be able to conduct a mock shopping experience.
- Students will apply conjugations to past tense verbs correctly.
- Students will recognize the difference in endings for past tense verbs and present tense verbs.
- Students will recall and apply past tense forms of ser and ir.

Evidence of Learning

Summative Assessment

(Informal assessments via homework of workbook page R.3,4,5,9,10,11,12, 14,15,16, 18, 19, 20, 21, 23, 24, 27,29, 30

- Performance assessment to create a conversation/skit using vocabulary and grammar review. Students can perform or write out the skit.
- Performance assessment to write a paragraph about activities you do at a party, at school, or at a café. Students may choose.
- Performance assessment to write a paragraph about what they do when they are sick or to write about one of their friends. (their choice)
- Performance assessment to write a paragraph about their favorite sport or things he/she likes and activities he/she likes to do (their choice)
- Performance assessment to write a paragraph after reading a short paragraph. Goal is to use comparative words alto, bajo, inteligente, joven, and menor.
- Summative assessments after each review section with a quiz on writing, reading, opposites, agreement.

Equipment needed:

- Computer
- Smartboard
- books.quia.com

Teacher Resources:

- Supplemental materials

Lesson Plans

Lesson

Timeframe

Lesson 1 Repaso A	5 days
Lesson 2 Repaso B	5 days
Lesson 3 Repaso c	5 days
Lesson 4 Repaso D	5 days
Lesson 5 Repaso E	5 days
Lesson 6 Repaso F	5 days
Teacher Notes: Adjust speed as needed	
Curriculum Development Resources	

Content Area: Spanish
Unit Title: En avion
Target Course/Grade Level: 8th grade Spanish
Unit Summary: <ul style="list-style-type: none"> • Talk about packing for a trip and getting to the airport • Tell what you do at the airport • Talk about being on an airplane • Discuss air travel in South America • Use verbs the have g in the yo form of the present tense • Use the present progressive tense Primary Interdisciplinary Connections: <ul style="list-style-type: none"> • Students will reinforce and further their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2) • It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2 21st Century Themes: <ul style="list-style-type: none"> • Life and Career Skills • Learning and Innovation skills • Global Awareness Skills
Unit Rationale: To create individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.
Learning Targets
Standards: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts, and ideas while also gaining an understanding of other cultures. They will make connections with other content areas and compare the language and culture with their own.
Content Statements: Students will be able to identify and describe people and things including telling where someone is from. They will be able to talk about school subjects and begin to learn about Spanish speakers in the United States. To accomplish this, students will learn the agreement of nouns and the present tense of the verb ser.

CPI Number	Cumulative Progress Indicator (CPI)
7.1 NH. A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, un familiar spoken or written worlds contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1. NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures.
7.1.NH.A4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NHB.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1. NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas
7.1. NH. C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing
7.1 NH. C. 3	Describe in writing people and things from the home and school environment
7.1 NH C. 4	Tell or re-tell stories from age and level appropriate culturally authentic materials orally or in writing

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Can I explain what I would need for a trip and how I would get to the airport? • Can I make trip reservations and an itinerary in Spanish? • Can I explain what I need to do at the airport? • Can I talk about being on an airplane and what one does on a plane? • Can I discuss air travel in South America? • Can I use verbs that have a g in the yo form of the present tense? • Can I apply the present progressive tense correctly? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Describe clothing needed and other items one may need for a trip. Tell how I would get to the airport. • Make an itinerary of your trip and orally make trip reservations. • Describe what one goes through when they get to the airport. • Talk about activities and what goes on during a flight. • Compare and contrast air travel in South America. • Use verbs with a g in the yo form correctly. • Understand what the present progressive tense is and when to use it and do so as needed.
<p>Unit Learning Targets</p> <ul style="list-style-type: none"> • Read and complete activities of Chapter 1 in Asi se Dice text level 2 • Students will view cultural videos as well as grammar review videos. • Students will listen to authentic speakers and read comic strips in Spanish • Students will role play a scenario of and airport/airplane encounter. • Students will create a trip itinerary. • Students will be able to identify necessary items to pack for a trip. • Students will be able to understand the present progressive verb tense and how to use it. • Students will be able to use verbs that have a g in the yo form. 	
<p>Evidence of Learning</p>	

Summative Assessment (approximately 12 days):

- Completed activities (oral)
- Completed activities (online/written)
- Vocabulary Quizzes
- Grammar Quizzes
- Test on Chapter 10

Equipment Needed:

- Computer
- Lcd projector

Teacher Resources:

- Textbook – teacher’s edition and student editions
- Lesson Plans
- Internet or cdrom version of text
- Class texts
- Cds for audio activities
- Workbook

Formative Assessments:

- Chapter 10 test
- Trip project

Lesson Plans	
Lesson	Timeframe
Talk about packing for a trip and getting to airport	2 days
Tell what you do at the airport and talk about being on a plane	2 days
Verbs that have a g in the yo form of the present tense	1 days
Present Progressive tense	1 day

Developing more reading comprehension skills And past progressive review	1 day
Reading comprehension skills discussing travel in south America	1 day
Reading comprehension and Chapter review and test	2 days
Curriculum Development Resources: (Click the links below to access additional resources used to design this unit) books.quia.com/books and glencoe.com	

Unit 1 Sample Lesson Plan: Grade Level 8

2 Day Plan		Lesson: En Avion		
Standard: 7.1.NH.A.2, 7.1.NM.B.4		Materials/Literature Used: student textbook, online textbook, online workbook, smart board notes, vocabulary quiz		
Learning Objective: TSW discuss the theme of the chapter (En Avion) and discuss cultural pictures related to travel in Spanish speaking countries. TSW recall and apply vocabulary words related to plane travel and packing.		Prior Knowledge: Students already learned clothing in previous chapter. They will now apply to travel and items to pack for trips. They will discuss other forms of transportation.	Misconceptions and anticipated misunderstandings: - Packing a suitcase is used with verb to make (hacer). There are different words for luggage and suitcase. Students may not think air travel is common in Spanish countries.	Connections/student interest: Students like to travel and go on vacation. Creating our own boarding pass will allow for their interest. Discussing clothing to pack allows students to discuss what kind of vacation destination they would enjoy more.

Activity: <ul style="list-style-type: none"> As a class we will read the chapter objectives and discuss the theme of the chapter and pictures shown in text on pages 1-3. After that, students will copy the vocabulary words and captions from pages 4-5. The will work with partners to identify the vocabulary words first and then we will review as a class. Students will then use their prior knowledge of verbs and new vocab lists to translate captions under the pictures. We will read the cultural note en otras partes aloud as well as the asi se dice box. Class two will start with going over the homework from the previous class (ch 1 voc 1 abc) Then we will do the activities from the text on p. 6-7. Students will answer questions for activity one as a class. As a class we will make up answers for activities 2. They will partner up and do activity 3 and 4 together to practice speaking and understanding the questions while teacher monitors. They will do activity 6 on smartboard as a class to create a plane/ boarding pass. They will partner up and do activity 7 as a challenge/reward activity. We will play a vocabulary review game on glencoe site to practice new knowledge. Por favor want more to close class. 		Assessment: Tswb evaluated on: Online homework will be a performance assessment Class activities will be informal assessments Quiz on vocab two will be a summative assessment (to be given after covering vocab 2 at end of 2 nd class)	
Essential Questions: <ul style="list-style-type: none"> Can I explain what I would need for a trip and how I would get to the airport? Can I make trip reservations and an itinerary in Spanish? Can I use verbs that have a g in the yo form of the present tense? 	Differentiation and modifications: <ul style="list-style-type: none"> -paired learning -higher order thinking questions to analyze difference between words and lower level to relate them -preferential seating -copies of notes given -extra time/word bank given on quiz -Additional accommodations given to those students according to their IEP, 504, or i&rs action plan 	Technology: Computer, smartboard, quia website, ipad name selector, glencoe site.	Homework: Online assessment activities.

Content Area: Spanish

Unit Title: Una rutina diferente

Target Course/Grade Level: 8th grade Spanish

Unit Summary:

- Identify more parts of the body
- Talk about your daily routine
- Talk about backpacking and camping
- Use reflexive verbs
- Commands with favor de

Primary Interdisciplinary Connections:

- Students will reinforce and further their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. (ACTFL Connections Standard 3.1 and 3.2)
- It also allows students to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and products of the culture studied. ACTFL Cultures standards 2.1 and 2.2
-

21st Century Themes:

- Life and Career Skills
- Learning and Innovation skills
- Global Awareness Skills

Unit Rationale: To create individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.

Learning Targets

Standards:

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts, and ideas while also gaining an understanding of other cultures. They will make connections with other content areas and compare the language and culture with their own.

Content Statements:

Students will be able to discuss their daily routines and those of others. They will be able to discuss a real or fake camping trip

CPI Number	Cumulative Progress Indicator (CPI)
7.1.NH.A4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.

7.1. NM.B.5	Converse on a variety of familiar topics and/or topics studied in other content area
7.1. NH. C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing
7.1 NM. C. 3	Describe in writing people and things from the home and school environment
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> • Can I explain what I would need for a trip and how I would get to the airport? • Can I make trip reservations and an itinerary in Spanish? • Can I explain what I need to do at the airport? • Can I talk about being on an airplane and what one does on a plane? • Can I discuss air travel in South America? • Can I use verbs that have a g in the yo form of the present tense? • Can I apply the present progressive tense correctly? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> • Describe clothing needed and other items one may need for a trip. Tell how I would get to the airport. • Make an itinerary of your trip and orally make trip reservations. • Describe what one goes through when they get to the airport. • Talk about activities and what goes on during a flight. • Compare and contrast air travel in South America. • Use verbs with a g in the yo form correctly. • Understand what the present progressive tense is and when to use it and do so as needed. </div> </div>	
Unit Learning Targets <i>The students will . . .</i> <ul style="list-style-type: none"> • Read and complete activities of Chapter 10 in Asi se Dice text level 1B • Students will view cultural videos as well as grammar review videos. • Students will listen to authentic speakers and read comic strips in Spanish • Students will role play a scenario of and airport/airplane encounter. • Students will create a trip itinerary. • Students will be able to identify necessary items to pack for a trip. • Students will be able to understand the present progressive verb tense and how to use it. • Students will be able to use verbs that have a g in the yo form 	
Evidence of Learning	
Summative Assessment (approximately 12 days): <ul style="list-style-type: none"> • Completed activities (oral) • Completed activities (online/written) • Vocabulary Quizzes • Grammar Quizzes • Test on Chapter 10 	

Equipment Needed:

- Computer
- Lcd projector

Teacher Resources:

- Textbook – teacher’s edition and student editions
- Lesson Plans
- Internet or cdrom version of text
- Class texts
- Cds for audio activities
- Workbook

Lesson Plans	
Lesson	Timeframe
Talk about packing for a trip and getting to airport	2 days
Tell what you do at the airport and talk about being on a plane	2 days
Verbs that have a g in the yo form of the present tense	1 days
Present Progressive tense	1 day
Developing more reading comprehension skills And past progressive review	1 day
Reading comprehension skills discussing travel in south America.	1 day
Reading comprehension and Chapter review and test	2 days
Curriculum Development Resources: (Click the links below to access additional resources used to design this unit) books.quia.com/books and glencoe.com	

Content Area: Spanish 2

Unit Title: En tren	
Target Course/Grade Level: Spanish 8 th grade	
<p>Unit Summary Students will use vocabulary related to rain travel. Students will discuss interesting train trips in Peru and Mexico. Students will use the preterite tense of irregular verbs, the verb decir, and prepositional pronouns</p> <p>Primary interdisciplinary connections: Language arts for Grammar. Social Studies/Geography for Peru and Mexico travel.</p> <p>21st century themes: Global Awareness and Literacy</p>	
<p>Unit Rationale Students will learn the basic vocabulary they need to travel by train in the Spanish-speaking world. They will learn where the train is an important and convenient means of transportation and where train service is non-existent. Students will come to enjoy some very special train trips in Peru and Mexico. They will also learn the preterite of irregular verbs and the prepositional pronouns.</p>	
Learning Targets	
Standards	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1. NM.B.4	Ask and respond to simple questions, make requests and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age and level appropriate classroom and cultural activities.

7.1.NH. B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
Unit Essential Questions <ul style="list-style-type: none"> • Can students use/understand/apply vocabulary related to train travel? • Can students discuss importance of train travel in Spanish speaking countries? • Can students correctly use the preterite tense of irregular verbs? • Can students use the verb decir and prepositional pronouns correctly. 	Unit Enduring Understandings <ul style="list-style-type: none"> • Students will apply/comprehend train related vocabulary in both spoken and written form. • Discuss means of transportation in other countries. • Apply correct tenses and conjugations of all verbs. • Apply decir and prepositional pronouns as indicated in language as a whole.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Read and complete activities associated with Asi se Dice level 2 book Chapter 3 • Students will listen to authentic speakers and read culturally authentic materials and read comic strips in Spanish • Students will show mastery of verb agreement and apply preterite tenses of all forms. • Students will apply prepositional pronouns in spoken and written word. • The students will be able to discuss means of transportation in other countries and the importance of train travel. • Use the verb decir appropriately. 	
Evidence of Learning	
Summative Assessment (approx. 12-14 days) <ul style="list-style-type: none"> • Test on chapter 3 • Vocabulary and grammar quizzes Equipment needed: <ul style="list-style-type: none"> • Computer • Smartboard • Books.quia.com • Youtube.com 	

Teacher Resources:

- Supplemental materials where appropriate

Formative Assessments

- Chapter 3 test
- Skits on buying train tickets to and from destinations

Lesson Plans

Lesson	Timeframe
Lesson 1 Vocab 1	2-3 days
Lesson 2 Vocab 2	2-3 days
Lesson 3 Irregular Preterite verbs	2 days
Lesson 4 Decir past and present Prepositional pronouns	22 days
Lesson 5 Conversation, Cultural readings, review and test	4 days

Teacher Notes:

2 day review with jeopardy and study guide. Test to include higher and lower level activities

Content Area: Spanish	
Unit Title: NOVELS Pobre Ana novel or Piratas novel	
Target Course/Grade Level: 8 th Spanish 2	
<p>Unit Summary Students will use vocabulary and grammar skills they have developed over the past two years and read a level appropriate novel that incorporates geographical information about Spanish speaking countries</p> <p>Primary interdisciplinary connections: social studies/geography relating to Spanish speaking countries and English/language arts with vocabulary/cognates and grammatical structures.</p> <p>21st century themes: Global awareness and literacy</p>	
<p>Unit Rationale This unit will be a summative of students learning over the past two years applying their knowledge and incorporating into reading a novel entirely in Spanish. The novel will also allow them to learn about Spanish speaking countries and cultural differences between them and the united states.</p>	
Learning Targets	
Standards	
Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures.
7.1.NH.A.4	Identify people, places, objects and activities in daily life based on oral or written descriptions.

7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in reading from age and level appropriate, culturally authentic materials.
7.1.NH.C.3	Describe in writing people and things from the home and school environment
7.1.NH.C.4	Tell or retell stories from age and level appropriate, culturally authentic materials orally or in writing.
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> • Can Students identify main characters in story and describe them? • Can students identify the conflicts within the story? • Can students describe location and cultural practices associated with the Spanish speaking countries in the novel? • Can students explain differences between the United States and Spanish speaking countries? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> • Students will identify main characters in story and describe them using acrostic or pyramid poems. • Students will identify conflicts within the story and use inferencing skills to help solve or guess the solutions/outcomes. • Students will understand different cultural norms such as greetings, salutations and more about the Spanish speaking world in general. • Discuss differences between sizes, state breakdowns, geographical features, etc. </div> </div>	
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Read the novel of choice (Pobre Ana or Piratas) • The students will summarize each chapter • The students will identify and describe the characters in the novel in Spanish • The students will discuss the problems and predict what might happen based on clues or how it could be solved. • The students will understand geographical placement of Spanish speaking countries and cultural differences between them and the United States. 	
Evidence of Learning	
Summative Assessment (approx. 10-12 days) <ul style="list-style-type: none"> • Questions after each chapter • Acrostic or pyramid poems 	

- Venn diagram discussing cultural differences between USA and Spanish speaking country in novel.

Equipment needed:

- **Computer/handouts, etc.**

Formative Assessments

- Quizzes/Tests after half of novel and end of novel.

Lesson Plans

Lesson	Timeframe
Lesson 1 Chapter 1	1 day
Lesson 2 Chapter 2 And poems	2 days
Lesson 3 Chapter 3 And quiz	2 day
Lesson 4 Chapter 4-5	2 days
Lesson 5 Chapter 6-7	2 days
Lesson 6	

Chapter 8-9 and test	3 days
Teacher Notes: Depending on which novel, geographical info would vary and contain some historical facts.	

Appendix A
Pacing Guides
Grades 5-8

Content Area: Spanish Grade Level: 5th grade		
Unit Title	Pacing	Standards
1st Marking Period Lecciones Preliminares	5 weeks	7.1.NM.A.3,5 7.1.NM.B.3,4 7.1.NM.C.2, 3,5
Como Somos?	5 weeks	7.1.NM.A.2,3,4,5 7.1.NH.A.5 7.1.NM.B.2,3,4,5 7.1.NM.C.2,3,5 7.1.NH.C.2,3

<p>Pobre Ana novel and Final project (video, keynotes, etc)</p>	<p>4 weeks</p>	<p>7.1.IL.A.4 7.1.NM.B.2, 4,5 7.1.NH.B.4 7.1.NM.C.3 7.1.NH.C.2,3 7.1.NM.A.1, 3,4 7.1.NM.B.2,3,5 7.1.NM.C.1,2,3,4 7.1.NH.A.1,4,6 7.1.NH.B.1,4 7.1.NH.C.2,3,4</p>
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<p>Content Area: Spanish Grade Level: 6th grade</p>		
Unit Title	Pacing	Standards
<p>1st Marking Period Lecciones Preliminares</p>	<p>5 weeks</p>	<p>7.1.NM.A.3,5 7.1.NM.B.3,4 7.1.NM.C.2, 3,5</p>

Content Area: Spanish		
Grade Level: 7 th grade		
Unit Title	Pacing	Standards
1st Marking Period Repaso A-C And Dia de los muertos	10 weeks	7.1.NM.A.4 7.1.NH.A.5 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NH.B.4 7.1.NH.B.5 7.1.NM.C.4 7.1.NH.C.2 7.1.NH.C.3

		7.1.NM.A.5 7.1.NH.A.4 7.1.NH.A.5 7.1.IL.A.4 7.1.NM.B.2 7.1.NM.B.4 7.1.NM.B.5 7.1.NH.B.4 7.1.NH.B.5
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Content Area: Spanish Grade Level: 8 th grade		
Unit Title	Pacing	Standards
1st Marking Period Repaso A-F	10 weeks	7.1.NM.A.4 7.1.NM.A.5 7.1.NH.A.4 7.1.NH.A.5 7.1.NM.B.2 7.1.NM.B.3

		7.1.NM.B.4 7.1.NM.B.5 7.1.NH.B.4 7.1.NH.B.5 7.1.NM.C.3 7.1.NM.C.4 7.1.NH.C.2 7.1.NH.C.3
2nd Marking Period En Avion	5 weeks	7.1.NM.A.5 7.1.NH.A.4 7.1.NH.A.5 7.1.NM.B.4 7.1.NM.B.5 7.1.NH.B.4 7.1.NM.C.3 7.1.NH.C.2 7.1.IL.C.3

Una Rutina Diferente	5 weeks	7.1.NM.A.2 7.1.NM.A.5 7.1.NH.A.4 7.1.NH.A.5 7.1.IL.A.4 7.1.NM.B.2 7.1.NM.B.4 7.1.NM.B.5 7.1.NH.B.4 7.1.NH.B.5 7.1.NM.C.3 7.1.NH.C.2 7.1.IL.C.3
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3 rd Marking Period		
En tren	5 weeks	7.1.NM.A.3 7.1.NM.A.5 7.1.NH.A.4 7.1.NH.A.5 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NH.B.2 7.1.NH.B.4 7.1.NH.B.5 7.1.NM.C.3 71..NH.C.2
En el restaurante	5 weeks	7.1.NM.A.4 7.1.NH.A.3 7.1.NH.A.5 7.1.IL.A.4 7.1.NM.B.4

