

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

CLASSICAL & WORLD LANGUAGES DEPARTMENT

SPANISH 1

Grade Level: 9

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 25, 2014

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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051000, 051110, & 439510: ACADEMIC SPANISH 1 & SPANISH 1**COURSE PHILOSOPHY**

As members of a dynamic, technology-driven global society, students gain a deeper perspective of the world through the study of other languages. Through this study, students are able to make connections, comparisons, and develop a deeper understanding of their own language and culture and those of other people and communities. The learning of a world language and other cultures cultivates global literacy, which is a fundamental element of 21st century citizenship.

COURSE DESCRIPTION

Throughout *Spanish I*, students will gain knowledge of Spanish language structures and vocabulary to communicate. During the duration of this course, students will develop basic language patterns and vocabulary through repetition and comprehensible input. Students taking this course will develop reading, writing, speaking, and listening skills in the target language and will increase proficiency according to the level. This course will engage students in discovering the learning of a foreign language, allowing them to gain a global perspective through the study of culture. By the end of the course, learners will be able to apply their language skills to engage in meaningful conversations regarding community and culture by comparing and contrasting American life with that of Hispanic life.

COURSE SUMMARY**COURSE GOALS**

CG1: Students will be able to engage in meaningful conversations using grammatically correct and complete simple sentences.

CG2: Students will be able to interpret spoken and written language, and communicate in spoken and written Spanish.

CG3: Students will be able to analyze the differences and similarities between their own culture and that of Spanish-speaking countries.

COURSE ENDURING UNDERSTANDINGS

CEU1: The use of proper grammar and sentence structures is fundamental to communicating effectively.

CEU2: Communicating in Spanish requires the ability to recognize and interact in a variety of different situations or contexts.

COURSE ESSENTIAL QUESTIONS

CEQ1a: How do proper grammar and sentence structure facilitate effective communication?

CEQ1b: Why is verb and subject agreement so important to express ideas effectively?

CEQ1c: Why is the spelling of words important to convey the correct meaning of a message?

CEQ2a: How does the context determine the proper form of language to be used? (e.g., formal/informal)

CEQ2b: How does a speaker communicate information, concepts and ideas effectively?

CEQ2c: How does culture affect language and communication?

COURSE ENDURING UNDERSTANDINGS	COURSE ESSENTIAL QUESTIONS
CEU3: Reading in Spanish requires the ability to recognize vocabulary in context, respond to a text by summarizing and paraphrasing, compare and contrast, and cite the text.	CEQ1a: How does recognizing vocabulary in context make someone a better reader? CEQ1b: How does summarizing and paraphrasing improve understanding of a text? CEQ1c: How does comparing and contrasting improve understanding of a text? CEQ1d: How does citing the text support a response to reading?
CEU4: Speaking in Spanish requires the understanding and recognition of specific sounds as well as the ability to reproduce such sounds.	CEQ4a: How does pronunciation affect spoken communication in Spanish? CEQ4b: Why is it important to be able to reproduce some special sounds found in the Spanish language? CEQ4c: Why is pronunciation such an important part of fluency?

UNIT GOALS & PACING		
UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
Unit 1: Descriptions ¿Quiénes Somos?	Students will be able to describe themselves and others, communicate personal information and use the formal and informal norms when communicating in Spanish.	4-5 weeks
Unit 2: School La Vida Escolar	Students will be able to describe school activities, classes and events, and express what is needed for a successful school year in Spanish-speaking countries and in their own culture.	5-6 weeks
Unit 3: Family and Home Life Mi Casa Es Su Casa	Students will be able to describe their families, homes, and to compare and contrast Hispanics' family views with their own.	5-6 weeks
Unit 4: Foods ¿Tienes Hambre?	Students will be able to order food and beverages in different situations and discuss the differences between eating habits in the United States and Spanish-speaking countries.	5-6 weeks
Unit 5: Sports and Leisure ¡Vamos a Jugar!	Students will be able to describe team sports, parts of the body, physical activities and express likes, dislikes and interests.	6 -7 weeks
Unit 6: Tourism ¡Viajemos!	Students will be able to describe environmental and geographical elements related to seasonal activities and travel.	5-6 weeks

SPANISH 1**UNIT 1 #: ¿QUIENES SOMOS?****SUGGESTED DURATION: 4 -5 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will be able to describe themselves and others, communicate personal information, and use the formal and informal norms when communicating in Spanish.

UNIT LEARNING SCALE

4	In addition to 3, the student is able to use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key personal information with others.
3	While engaging in tasks of describing themselves and others using proper verb structure, the student will be able to transfer their understanding of vocabulary and sentence structure to: <ul style="list-style-type: none"> describe themselves and others in writing and speaking with accurate spelling, pronunciation and sentence structure; explain how they and others are feeling in writing and speaking with accurate spelling, pronunciation and sentence structure; differentiate between formal and informal use of language when required by context; engage in short conversations, ask and answer questions, and make statements from real-life situations which may take place face-to-face or electronically.
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related to: <ul style="list-style-type: none"> recalling vocabulary in isolation; recognizing conjugations of the verb ser, estar and tener; recognizing differences between formal and informal use of language; recalling numbers.
1	The student needs assistance in order to transfer understanding of vocabulary and sentence structure to describe themselves and others, communicate key personal information and use the formal and informal norms when communicating in Spanish
0	Even with help, the student does not exhibit understanding of content.

ENDURING UNDERSTANDINGS

EU1: Communicating requires the ability to speak about key personal information.

EU2: Comprehending cultural norms is important when communicating Spanish.

ESSENTIAL QUESTIONS

EQ1: How do I effectively communicate about key personal information?

EQ2: How will comprehending cultural norms help me avoid misunderstandings and respect different cultures and beliefs?




NJCCCS & COMMON CORE STANDARDS



- 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 themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 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.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 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.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.A.2 State needs and preferences.
- 7.1.NM.C.A.3 Describe people, places, and things.
- 9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9-10.L.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1 EU2, EQ2 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.B.1 7.1.NM.C.A 7.1.NM.C.A.3 7.1.NM.C.B 9-10.L.1b DOK 2, 3	<p>Part 1: Students will describe themselves using the following guiding questions. Students will answer the following questions in written and oral form. Students should use complete sentences with proper sentence structure and grammar.</p> <p style="padding-left: 20px;">1ª persona (“yo”) ¿De dónde eres? ¿Cuántos años tienes? ¿Cómo eres físicamente? (10 adjetivos mínimo) ¿Cómo es tu personalidad? (10 adjetivos mínimo)</p> <p>Part 2: Students will describe a person of their choice using the following guiding questions. Students will answer the following questions in written and oral form. Students should use complete sentences with proper sentence structure and grammar.</p> <p style="padding-left: 20px;">3ª persona (“el /ella”) ¿De dónde es (ADD NAME OF SELECTED PERSON)? ¿Cuántos años tiene? ¿Cómo es físicamente? (10 adjetivos mínimo) ¿Cómo es su personalidad? (10 adjetivos mínimo)</p> <p>Part 3: Students will create and present a dialogue or a role play between a young person and an adult. They will have to distinguish between formal and informal questioning. Sample questions include:</p> <p style="padding-left: 20px;">¿De dónde es usted? ¿Cuántos años tiene usted? ¿Cómo es su personalidad?</p>

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will use targeted vocabulary to orally identify themselves and others. Compare and contrast two class peers. They must identify themselves and others using the correct gender adjectives.</p> <p> <i>For students who have difficulty expressing themselves orally, provide a variety of pictures and notecards with different gendered adjectives. Students must match the adjective with the correct picture and/or separate masculine and feminine adjectives.</i></p>	<p>Identify and match: Physical Personality</p> <p>DOK1</p>	<ul style="list-style-type: none"> • Compare and contrast • Construct gender agreement phrases • Classify masculine and feminine adjectives (-o & -a endings) <p>DOK 2</p>
<p>Students in groups of four will play “Adivina Quien” (“Guess Who”) using learned vocabulary to describe different famous cartoon characters.</p> <p> <i>For students who have difficulty organizing information, provide a word bank of vocabulary to be used.</i></p> <p><i>Students who are advanced can create a multimedia presentation of the assignment and present it to the class.</i></p>	<p>Illustrate targeted vocabulary: honesto, simpático, generoso, pelirrojo, lindo, bueno, mexicano, americano, cubano, puertorriqueño <i>and all vocabulary previously covered</i></p> <p>DOK1</p>	<p>Organize and distinguish between physical/personality characteristics and gender</p> <p>DOK 2</p>
<p>Draw three columns. Write the masculine and feminine articles in the first column, singular form of nouns in the second column, masculine and feminine adjectives in the third column.</p> <ul style="list-style-type: none"> • Have students underline an article, circle a noun, and box in an adjective. • Students can also draw an arrow from articles to nouns. • For additional practice students can change the singular articles, nouns and adjectives to the plural forms <p> <i>For students who have difficulty organizing, provide a hardcopy, with columns included, with an example of a masculine structured sentence as well as a feminine structured sentence. Students will then complete activity following your model.</i></p>	<p>Identify: -o with masculine and -a with feminine adjectives el with -o and la with -a Plural of articles: los & las unos & unas Plural of nouns: add “s” or “es”</p> <p>DOK1</p>	<ul style="list-style-type: none"> • Apply grammar rules of singular/ plural and masculine/feminine • Differentiate between masculine and feminine articles and adjectives • Explain their decisions to use words in each column <p>DOK 2,3</p>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students can additionally review vocabulary by</p> <ol style="list-style-type: none"> 1) Creating flash cards 2) Playing BINGO with random vocabulary words 3) Playing a concentration game 4) Completing a word search worksheet 5) Solving sentence strip puzzles 6) Playing a spelling game 	<p>Memorize targeted vocabulary</p> <p>DOK1</p>	<p>Use vocabulary appropriately</p> <p>DOK 2,3</p>
<p> Students will increase their exposure to target language by completing listening activities that can include, but are not limited to, songs, YouTube videos, etc. These activities can be done in class or uploaded to Edmodo or similar services.</p> <p> <i>For students who have difficulty understanding listening activities, provide a word bank to complete cloze exercises.</i></p> <p><i>Students who are advanced can create an assessment that evaluates comprehension of the audio activity. Assessments can be multiple choice, open ended or true false questions.</i></p>	<p>Comprehension of target vocabulary in context</p> <p>DOK1</p>	<ul style="list-style-type: none"> • In-context language recognition • Transfer understanding of vocabulary and grammar by responding to spontaneous/unrehearsed situations <p>DOK 3</p>

NJSLS Career Readiness and Preparation and Educational Technology
NJSLS Career Ready Practices
NJSLS 9.2 Career Awareness, Exploration & Preparation
NJSLS 8.1 Educational Technology

SUPPORTING RESOURCES
Appendix A: Accommodations and Modifications for Various Student Populations
Appendix B: Assessment Evidence
Appendix C: Interdisciplinary Connections

UNIT OVERVIEW**UNIT LEARNING GOALS**

Students will be able to describe school activities, classes, and events, and express what is needed for a successful school year in Spanish-speaking countries and in their own culture.

UNIT LEARNING SCALE

4	In addition to the 3, student is able to use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key personal information with others.
3	While engaging in tasks of describing school activities, classes, and events using proper verb structure, the student will be able to transfer their understanding of vocabulary and sentence structure to: <ul style="list-style-type: none"> describe what materials they need for school in writing and speaking with accurate spelling, pronunciation and sentence structure; describe clothing needed for school in writing and speaking with accurate spelling, pronunciation and sentence structure; express what they do during and after school in complete sentences including times of the day; compare and contrast schools from Spanish-speaking countries to their own; engage in short conversations, ask and answer questions, and make statements from real-life situations which may take place face-to-face or electronically.
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related to: <ul style="list-style-type: none"> recall vocabulary in isolation; formulate a list of school supplies needed for their classes; recognize conjugations of the -ar verbs, the irregular verbs ir, dar, and estar, the use of contractions al and del; identify and recall numbers; identify and recall colors; tell time.
1	The student needs assistance in order to transfer understanding of vocabulary and sentence structure to describe school activities, classes and events, and express what is needed for a successful school year in Spanish-speaking countries and in their own culture.
0	Even with help, the student does not exhibit understanding of content

ENDURING UNDERSTANDINGS

EU1: Regular verbs in Spanish follow a pattern.

EU2: Comparison of school systems deepens understanding of common values and perspectives across cultures.

ESSENTIAL QUESTIONS

EQ1: How do I use the present tense correctly?

EQ2: How might going to school in another country be different from going to school in the United States?

NJCCCS & COMMON CORE STANDARDS

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.A.1 Respond to learned questions.

7.1.NM.B.A.2 Ask memorized questions.

7.1.NM.B.A.3 State needs and preferences.

7.1.NM.B.A.4 Describe people, places, and things.

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.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.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.



9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9-10.L.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1 EU2, EQ2 7.1.NM.C.A 7.1.NM.C.A.2 7.1.NM.C.A.3 7.1.NM.C.1 8.1.12.A 9-10.L.9-10.1b DOK 3	<p>Choose one of the following assessments for students to complete.</p> <p>Choice 1: Students will create a schedule of their daily activities using unit vocabulary and grammar structures. They will write 8-10 sentences using ~ar verbs and verbs like ser, ir, dar, and estar to do the following:</p> <ul style="list-style-type: none"> • describe and illustrate school supplies needed for a successful school year; • describe and illustrate their favorite outfits to wear to school; • express what they do during and after school; • compare and contrast school and after school activities in Spanish-speaking countries with their own. <p>Students will have a choice to present their schedule on poster board or any multimedia tool like Glogster, PowerPoint, etc.</p> <p>Choice 2: Students will write a letter describing their school day as an exchange student in a Spanish-speaking country. They will write 8-10 sentences using ~ar verbs and verbs like ser, ir, dar, and estar to do the following:</p> <ul style="list-style-type: none"> • identify class subjects; • describe a typical school day and schedule; • compare and contrast school schedules and educational systems (Arrival and dismissal time, lunch period, uniform and holidays); • describe classes and teachers. <p>Students will have to base their experience on a real operating school, and will have to base their information on the chosen school.</p>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will utilize flash cards on unit vocabulary to build on pronunciation and spelling of new vocabulary.</p> <p> <i>For students who have difficulty organizing information, provide a vocabulary list/word bank of vocabulary to be used.</i></p> <p><i>Advanced students</i> can create a vocabulary assessment for completion in Edmodo. The assessments can be used for homework.</p>	<p>School supplies Classes Clothing Adjectives Verbs</p> <p>DOK1</p>	<ul style="list-style-type: none"> • Apply grammar rules of singular/plural and masculine/feminine articles to nouns • Demonstrate vocabulary knowledge • Increasing oral proficiency <p>DOK 2</p>
<p>Students will practice their understanding of sentence structure and parts of speech (subject, verbs, noun and adjective agreement) by working with a partner to draw and describe an ideal school focusing on teachers, classes and students using the target vocabulary. Students will write in complete sentences and share with other groups.</p> <p> <i>For students who have difficulty writing complete sentences, provide a subject and verb chart.</i></p> <p><i>Students who are advanced</i> should write a cohesive paragraph rather than independent sentences.</p>	<p>Parts of speech Sentence structure</p> <p>DOK1</p>	<ul style="list-style-type: none"> • Use unit vocabulary by working with classmates regarding school subjects • Construct sentences using present tense of ~ar verbs and apply noun adjective agreement concept <p>DOK 2</p>
<p>Students will role play shopping for school supplies and clothing. Class will be divided into two groups: Group A - Shoppers, Group B – Vendors. Students will bring 5 school supplies and 5 clothing items labeled and priced. Using unit vocabulary, students will design 5 questions they can ask in their Shoppers role and 5 questions they can ask in their Vendors role. Students then role play the transaction.</p> <p> <i>Students who have difficulty role playing or learning their lines</i> will be allowed to use note cards.</p> <p><i>Students who are advanced</i> will role play without note cards and can also improvise.</p>	<p>Parts of speech Sentence structure</p> <p>DOK1</p>	<ul style="list-style-type: none"> • Use unit vocabulary by talking about going shopping for school items • Construct sentences using present tense of ~ar verbs and apply noun adjective agreement concept • Transfer understanding of vocabulary by formulating questions in spontaneous/unrehearsed situations <p>DOK 2, 3</p>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students can additionally review vocabulary by</p> <ol style="list-style-type: none"> 1. Creating flash cards 2. Playing BINGO with random vocabulary words 3. Playing a concentration game 4. Completing a word search worksheet 5. Solving sentence strip puzzles 6. Playing a spelling game 	<p>Memorize targeted vocabulary</p> <p>DOK1</p>	<p>Use vocabulary appropriately</p> <p>DOK 2</p>
<p> Students will increase their exposure to the target language by completing listening activities that can include, but are not limited to, songs, YouTube videos, etc. These activities can be done in class or uploaded to EDMODO.</p> <p> <i>For students who have difficulty understanding listening activities, provide a word bank to complete cloze exercises.</i></p> <p><i>Students who are advanced</i> will create an assessment that evaluates comprehension of the audio activity. Assessments can be multiple choice, open ended or true false questions.</p>	<p>Comprehension of target vocabulary in context</p> <p>DOK1</p>	<ul style="list-style-type: none"> • In-context language recognition • Transfer understanding of vocabulary and grammar by responding to spontaneous/unrehearsed situations <p>DOK 3</p>

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SUPPORTING RESOURCES
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UNIT OVERVIEW**UNIT LEARNING GOALS**

Students will be able to describe their families, homes, and to compare and contrast Hispanics' family views with their own.

UNIT LEARNING SCALE

4	In addition to 3, student is able to use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aide other students who are at a lower proficiency level to communicate key personal information with others.	
3	While engaging in tasks of describing the family and homes using proper verb structure, the student will be able to transfer their understanding of vocabulary and sentence structure to: <ul style="list-style-type: none"> • identify and describe family members in writing and speaking with accurate spelling, pronunciation and sentence structure; • illustrate and describe their homes in writing and speaking with accurate spelling, pronunciation and sentence structure; • compare and contrast Hispanics' family views with their own; • engage in short conversations, ask and answer questions, and make statements from real-life situations which may take place face-to-face or electronically. 	
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related to: <ul style="list-style-type: none"> • recall vocabulary in isolation; • recognize conjugations of the verbs tener que and ir a and its uses; • recognize possessive adjectives. 	
1	The student needs assistance in order to transfer their understanding of vocabulary and sentence structure to describe their families and homes, and compare and contrast Hispanics view on family with their own	
0	Even with help, the student does not exhibit understanding of content.	
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
EU1: Some nouns and verbs have different meanings depending on the context of its use.		EQ1: Why is it important to understand word connotations?
EU2: The concept of immediate family differs from culture to culture.		EQ2: How do Hispanic families differ from my concept of a family?

NJCCCS & COMMON CORE STANDARDS

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

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.A.1 Respond to learned questions.

7.1.NM.B.A.2 Ask memorized questions.

7.1.NM.B.A.3 State needs and preferences.

7.1.NM.B.A.4 Describe people, places, and things.

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.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.




9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9-10.L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG#1 EU1, EQ1 EU2, EQ 2 7.1.NM.C.A 7.1.NM.C.A.2 7.1.NM.C.A.3 7.1.NM.C.1 8.1.12.A 9-10.W.5 9-10.L.1b DOK 3	<p>Choose one of the following assessments for students to complete:</p> <p>Choice 1: Students will create a short conversation about what a typical day in their family looks like. Students will talk to each other about how their day starts, activities they do with their families, and how it ends. They will use Unit 3 vocabulary and verbs like tener, tener que, and other verbs like reflexive verbs, ser, estar, and –ar verbs. Each student will create eight sentences on both sides of the conversation for a total of 16, not including greetings.</p> <p>Choice 2: Students will create a family album or create a video of a specific family event (e.g., birthday party, graduation, religious milestone, etc.) that takes place in their home using unit vocabulary and grammar structure. They will write and present 8-10-sentences using verbs like tener, tener que, and other verbs like ser, estar, and ~ar verbs, to do the following:</p> <ul style="list-style-type: none"> • identify and illustrate their family and relatives; • describe and illustrate the home and what they do in each one of the rooms; • compare and contrast Hispanics’ family views with their own. <p>Students will have a choice to present a family album or use any multimedia tool.</p>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will utilize flashcards on unit vocabulary to build on pronunciation and spelling of new vocabulary.</p> <p> <i>For students who have difficulty organizing information, provide a vocabulary list.</i></p> <p><i>Advanced students will create a vocabulary assessment and turn it in using Edmodo. The assessments can be used for homework.</i></p>	<p>Family members The home Verbs: Ir a y Tener que... Celebrations</p> <p>DOK1</p>	<ul style="list-style-type: none"> • Apply grammar rules of singular/plural and masculine/feminine articles to nouns • Demonstrate vocabulary knowledge • Increase oral proficiency <p>DOK 2</p>
<p>Students will create a family tree identifying each member of the family, including relatives, and show relationships between members. Students will practice their understanding of sentence structure and parts of speech (subject, verbs, noun and adjective agreement, possessive adjectives) by describing their family members and comparing the ages of various family members (young, old, etc.) using unit vocabulary and grammar. Students will write in complete sentences and share with the class.</p> <p> <i>For students who have difficulty writing complete sentences, provide a subject/verb chart and a word bank.</i></p> <p><i>Advanced students should write a paragraph rather than separate sentences.</i></p>	<p>Parts of speech Sentence structure</p> <p>DOK1</p>	<ul style="list-style-type: none"> • Use unit vocabulary in context • Construct sentences using present tense of tener and ser • Apply noun adjective agreement • Use adjectives to describe family members <p>DOK 2, 3</p>
<p> Students will increase their exposure to target language by completing listening activities that can include, but not limited to, songs, YouTube videos, etc. These activities can be done in class or uploaded to EDMODO.</p> <p> <i>For students who have difficulty understanding listening activities, provide a word bank to complete cloze exercises.</i></p> <p><i>Students who are advanced will create an assessment that evaluates comprehension of the audio activity. Assessments can be multiple choice, open ended or true false questions.</i></p>	<p>Comprehension of target vocabulary in context</p> <p>DOK1</p>	<ul style="list-style-type: none"> • Use unit vocabulary by completing listening activities • Transfer understanding of vocabulary and grammar by responding to spontaneous/unrehearsed situations <p>DOK 3</p>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will write a letter to a student in a target language country describing their family and asking questions.</p>  <p><i>For students who have difficulty writing sentences, provide a subject/verb chart and a word bank.</i></p> <p><i>Advanced students should include family activities in the letter.</i></p>	<p>Sentence structure Vocabulary on the family</p> <p>DOK1</p>	<ul style="list-style-type: none"> • Use unit vocabulary to elicit answers from other students • Construct sentences using present tense of ~ar, ~er, ~ir verbs, tener que and ir a • Use possessive adjectives • Use interrogatives to create questions <p>DOK 2, 3</p>
<p>Students will create a floor plan of their ideal house, or a home of the future. Students will describe the house by labeling and describing the rooms, and state what activities they do in each room. Students will present their homes to the class.</p>  <p><i>For students who have difficulty writing sentences, provide a subject/verb chart and a word bank.</i></p> <p><i>Students who are advanced should write a paragraph rather than separate sentences.</i></p>	<p>Sentence structure Unit 3 vocabulary on the home</p> <p>DOK1</p>	<ul style="list-style-type: none"> • Use unit vocabulary to describe the home • Construct sentences using present tense of ~ar, ~er, ~ir verbs, tener que and ir a • Use possessive adjectives • Transfer understanding of vocabulary and grammar by responding to spontaneous/unrehearsed situations. DOK 2, 3
<p>Pairs of students are given situations related to renting or buying a home to role play. One student can role play a buyer and the other a real estate agent. Using YouTube or any real estate website, students will look at houses for rent or sale.</p>  <p><i>Students who have difficulty role playing or learning their lines will be allowed to use note cards.</i></p> <p><i>Students who are advanced will role play without note cards and can also improvise.</i></p>	<p>Sentence structure Vocabulary on buying a home</p> <p>DOK1</p>	<ul style="list-style-type: none"> • Use unit vocabulary to talk about buying and selling homes • Construct sentences using present tense of ~ar, ~er, ~ir verbs, tener que and ir a • Use possessive adjectives • Transfer understanding of vocabulary and grammar by responding to spontaneous/unrehearsed situations. <p>DOK 2 - 3 - 4</p>

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SPANISH 1**UNIT #4: ¿TIENES HAMBRE?****SUGGESTED DURATION: 5-6 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will be able to order food and beverages in different situations and discuss the differences between eating habits in the United States and Spanish-speaking countries.

UNIT LEARNING SCALE

4	In addition to 3, student is able to use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aide other students who are at a lower proficiency level to communicate key personal information with others.
3	While engaging in the task of describing the differences and similarities between Hispanic foods and eating habits and that of their culture, the student will be able to transfer their understanding of vocabulary and sentence structure to: <ul style="list-style-type: none"> • role play/develop a skit about ordering foods in in writing and speaking with accurate spelling, pronunciation and sentence structure; • describe the actions that customers and waiters do at a restaurant in writing and speaking with accurate spelling, pronunciation and sentence structure; • identify the similarities and differences between the eating habits of people in the United States and Spanish-speaking countries; • engage in short conversations, ask and answer questions, and make statements from real-life situations which may take place face-to-face or electronically.
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related to cultural food traditions. The student is able to: <ul style="list-style-type: none"> • group foods items into specific categories; • recall vocabulary in isolation; • recognize and conjugate –ar, -er and -ir verbs like pagar, poner and salir.
1	The student needs assistance in order to utilize vocabulary and proper sentence structure to order food and beverages in different settings.
0	Even with help, the student does not exhibit understanding of content.

ENDURING UNDERSTANDINGS

EU1: When visiting restaurants in Spanish-speaking countries, there are appropriate ways to order food and beverages.

ESSENTIAL QUESTIONS

EQ1: What do I need to know in order to order food in a Hispanic country?




NJCCCS & COMMON CORE STANDARDS

- 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 themes.
- 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.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 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.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).
- 9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9-10.L.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.



COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1 7.1.NM.A.E 7.1.NM.B.B 9-10.L.1b DOK 3	Students will be given a variety of eating scenarios such as a restaurant, a family gathering, a sporting event and celebrations. They will have to pick one of the scenarios and create a skit utilizing the vocabulary and grammar learned in the unit. Skit must include: <ul style="list-style-type: none"> • a minimum of 10 lines; • a minimum 5 food items and 3 beverages; • 3 different ~ir and ~er verbs; • props labeled with vocabulary. Students will hand in a hardcopy of their script and present their skits in class (skits can be videotaped in advance).

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will use targeted vocabulary to orally identify and categorize food items via multimedia presentation, note-taking, and/or aggregation software and services.</p> <p> <i>For students who have difficulty expressing themselves orally, provide a hardcopy of or access to the presentation.</i></p>	<p>Groups of foods:</p> <ul style="list-style-type: none"> • Meats & seafood • Dairy • Fruits & vegetables • Grains • Fats <p>Direct object pronoun</p> <p>DOK1</p>	<p>Classify foods into their respective food groups</p> <p>DOK 2</p>
<p>Students may create their own visual dictionary of words. They can draw their own depictions or use images of foods from the internet or magazines.</p> <p> <i>For students who have difficulty organizing information, provide a word bank of food vocabulary to be used.</i></p> <p><i>Students who are advanced</i> will create a multimedia presentation of the assignment and share it with the class.</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> • Productos congelados • un paquete • una bolsa • un bote <p><i>In addition to but not limited to all words previously listed above</i></p> <p>DOK1</p>	<p>Use unit vocabulary in designing a visual aide for recall</p> <p>DOK 3</p>
<p>Students will complete an interactive activity to find out what foods and beverages their fellow classmates like or dislike. On paper plates (one plate for each of the three meals) students will draw or use clip art to show what food items they like to eat. Foods items should be listed in Spanish on the back of the plates. Students will exchange plates and try to identify the food items in Spanish.</p> <p> <i>For students who have difficulty organizing, provide a checklist of food categories and suggested food items to include for each of the three meals. Ask them a series of personal questions to elicit responses regarding their family traditions</i></p> <p><i>Students who are advanced, may present their plates to the class, naming and describing the food items.</i></p>	<p>Students will understand the verbs:</p> <ul style="list-style-type: none"> • Beber • Comer • Preparar • Comparar • Desear • Cenar <p>DOK1</p>	<ul style="list-style-type: none"> • Summarize about foods that are a tradition in their homes • Distinguish between their foods and those of classmates from a different heritage <p>DOK 3</p>

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students can additionally review vocabulary by</p> <ol style="list-style-type: none"> 1. Creating flash cards 2. Playing BINGO with random vocabulary words 3. Playing a concentration game 4. Creating and solving word search puzzles 5. Solving sentence strip puzzles 6. Participating in a spelling game 	<p>Students will demonstrate their ability to memorize targeted vocabulary</p> <p>DOK1</p>	<p>Recall domain-specific vocabulary by completing games</p> <p>DOK 3</p>
<p> Students will increase their exposure to target language by completing listening activities that can include, but are not limited to, songs, YouTube videos, etc. These activities can be done in class or uploaded to EDMODO.</p> <p> <i>For students who have difficulty understanding listening activities, provide a word bank to complete cloze exercises.</i></p> <p><i>Students who are advanced will create an assessment that evaluates comprehension of the audio activity. Assessments can be multiple choice, open ended or true false questions.</i></p>	<p>Comprehension of target vocabulary in context</p> <p>DOK1</p>	<ul style="list-style-type: none"> • In-context language recognition • Transfer understanding of vocabulary and grammar by responding to spontaneous/unrehearsed situations <p>DOK 3</p>

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UNIT OVERVIEW**UNIT LEARNING GOALS**

Students will be able to describe team sports, parts of the body, physical activities and express likes, dislikes and interests.




UNIT LEARNING SCALE

4	In addition to 3, student is able to use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aide other students who are at a lower proficiency level to communicate key personal information with others.	
3	While engaging in tasks of describing the sports, parts of the body, physical activities and expressing likes and dislikes using proper verb, the student will be able to transfer their understanding of vocabulary and sentence structure to: <ul style="list-style-type: none"> • explain how soccer, baseball and basketball are played in writing and speaking with accurate spelling, pronunciation and sentence structure; • express what they want and prefer to do in writing and speaking with accurate spelling, pronunciation and sentence structure using a conjugated verb followed by the infinitive when applicable (e.g. “Yo prefiero jugar baloncesto”); • express what interests, bores or pleases them using special verbs such as interesar, gustar and aburrir in writing and speaking with accurate spelling, pronunciation and sentence structure; • talk about the FIFA World Cup; • engage in short conversations, ask and answer questions, and make statements from real-life situations which may take place face-to-face or electronically. 	
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related sports and activities. The student is able to : <ul style="list-style-type: none"> • recall vocabulary in isolation; • recognize conjugations of stem changing verbs e>ie, u>ue and o>ue (preferir, querer, empezar, volver and poder); • recognize uses of the special verbs interesar, gustar and aburrir; • recognize uses of indirect object pronouns (me, te and le). 	
1	The student needs assistance in order to transfer their understanding of vocabulary and sentence structure to describe team sports, parts of the body, physical activities and expressing likes, interests and the role of sports in the Hispanic world.	
0	Even with help, the student does not exhibit understanding of content.	
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
EU1: Regular verb conjugations help in mastering irregular verb conjugations.		EQ1: Why is it important to know how to use irregular verbs?
EU2: There are special verbs that do not follow regular sentence patterns.		EQ2: How are special verbs used to express what interests, bores, and pleases me?




ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU3: By knowing specific vocabulary pertinent to sports, activities, and interests, students can converse with each other about cultural protocols.	EQ3: What are sports, activities, and interests associated with Hispanic culture?
NJCCCS & COMMON CORE STANDARDS	
<p>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 themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>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.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>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.</p> <p>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.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p>9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9-10.L.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EU2,EU3 EQ1,EQ2,EQ3 7.1.NH.B.A.2.7 7.1.NH.B.A.1 7.1.NH.B.A.2.1 9-10.W.5 9-10.L.1b	<p>Choose one of the following assessments for students to complete:</p> <p>Choice #1: Students will create a questionnaire and respond to another student’s questionnaire about what they prefer, want, begin to do and are able to do using the following verbs: preferir, querer, empezar, and poder. Sample questions and answers:</p> <ul style="list-style-type: none">• ¿Qué deporte prefieres jugar?• ¿Qué deporte quieres jugar?• ¿Cuándo empieza la temporada de Fútbol Americano?• ¿Qué deporte puedes jugar? <p>Choice #2: Students will role play/create a skit about an interview of a “famous athlete.” They will work in pairs. One student will be a news anchor and the other will take the role of the famous athlete. Students will use verbs such as gustar, aburrir, interesar and other vocabulary. Students will ask a minimum of 5 questions. Sample questions:</p> <ul style="list-style-type: none">• ¿Cómo te llamas?• ¿De dónde eres?• ¿Cuántos años tienes?• ¿Qué deporte juegas?• ¿Qué prefieres hacer con tu tiempo libre?• ¿Qué te gusta comer?• ¿Qué te aburre?

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will use targeted vocabulary to orally identify different sports and sports in general. They must also describe sports by using target language vocabulary words.</p> <p> <i>For students who have difficulty expressing themselves orally, provide a variety of pictures and notecards with different sports vocabulary words. They must match each vocabulary word with the correct picture of the sport they describes.</i></p>	<p>Sports Items needed to play sports Parts of the body Locations Special verbs that take the indirect objects</p> <p>DOK1</p>	<p>Classify vocabulary pertaining to different sports</p> <p>DOK 2</p>
<p>Create an irregular and regular verb chart with six columns on the board labeled: yo, tú, él/ella/Ud, nosotros, vosotros, ellos/ellas/Uds. Pick a variety of verbs pertaining to sports to practice with. Have students use a different color pen when writing the nosotros form to emphasize that it is different.</p> <p> <i>For students who have difficulty organizing, provide a hardcopy that has the columns labeled. Also provide at least one model of conjugated irregular and regular verbs.</i></p> <p><i>Students who are advanced</i> may come up with other verbs relevant to the unit but which were discussed given in class.</p>	<p>Students will classify suggested verbs</p> <p>DOK1</p>	<ul style="list-style-type: none"> • Apply conjugation procedures to irregular verbs in all forms • Show subject/verb agreement • Apply the regular and irregular tense to sports verbs <p>DOK 2</p>
<p>Students will research sports that interest and bore them. Students will complete student surveys and take turns asking and telling various students what activities interest and bore them. Students will write a paragraph using information gathered in the student surveys.</p> <p> <i>For students who struggle with working independently, utilize flexible grouping by assigning groups based on readiness for instruction and pairing students of differing abilities together.</i></p>	<p>Comprehension of target vocabulary in context</p> <p>DOK1</p>	<ul style="list-style-type: none"> • Organize and distinguish between group and individual sports • Compare and contrast sports <p>DOK 2</p>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Engage in close reading of a “cultural passage” on sports common to a Hispanic country.</p>	<p>Make observations about sports in the US and those in Spanish-speaking areas such as: Honduras</p>	<ul style="list-style-type: none"> • Write a conclusion to summarize or express opinions • Analyze passages to make a connections with life experience

 <p><i>For students who have trouble processing information, maintain two versions of guided reading questions to address reading levels.</i></p> <p><i>Students who are advanced may come up with their own close reading questions to guide their reading practice</i></p>	Argentina Chile Cuba Guatemala Puerto Rico DOK1	DOK 3
<p>Students can additionally review vocabulary by</p> <ol style="list-style-type: none"> 1) Creating flash cards 2) Playing BINGO with random vocabulary words 3) Playing a concentration game 4) Completing a word search worksheet 5) Solving sentence strip puzzles 6) Playing a spelling game 	Memorize targeted vocabulary DOK1	Use vocabulary appropriately by playing review games DOK 2
 <p>Students will increase their exposure to target language by completing listening activities that can include, but are not limited to, songs, YouTube videos, etc. These activities can be done in class or uploaded to EDMODO.</p>  <p><i>For students who have difficulty understanding listening activities, provide a word bank to complete cloze exercises.</i></p> <p><i>Students who are advanced will create an assessment that evaluates comprehension of the audio activity. Assessments can be multiple choice, open ended or true false questions.</i></p>	Comprehension of target vocabulary in context DOK1	<ul style="list-style-type: none"> • In-context language recognition • Transfer understanding of vocabulary and grammar by responding to spontaneous/unrehearsed situations DOK 3

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UNIT OVERVIEW

UNIT LEARNING GOALS

Students will be able to research and explore environmental and geographical elements related to seasonal activities and travel.

UNIT LEARNING SCALE

4	In addition to 3, student is able to use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aide other students who are at a lower proficiency level to communicate key personal information with others.
3	While engaging in tasks of describing activities outside the home using proper verb structure, the student will be able to transfer their understanding of vocabulary and sentence structure to: <ul style="list-style-type: none"> • identify and describe activities that take place during specific seasons in writing and speaking with accurate spelling, pronunciation and sentence structure; • speak using correct conjugations of verbs in the present and preterit tenses in context; • compare seasonal activities and cultural excursions in the US with those of Spanish-speaking countries; • identify and describe weather conditions, geographical features, and the environment of Spanish-speaking countries; • engage in short conversations, ask and answer questions, and make statements from real-life situations which may take place face-to-face or electronically.
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related sports and activities. The student is able to : <ul style="list-style-type: none"> • recall vocabulary in isolation; • recognize conjugations of the preterite tense; • recognize seasonal activities, cultural excursions and geographical and environmental conditions; • construct short statements about weather, geography and activities.
1	The student needs assistance in order to express verbally and in writing seasonal activities and travel in the present and past tenses and describe environmental and geographical elements.
0	Even with help, the student does not exhibit understanding of content.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

EU1: Activities can be a linking factor amongst cultures.

EQ1: What brings people of different cultures together?

EU2: Geography, weather, and environment should be considered when planning activities and excursions.

EQ2: Why do I need to know about the environment, weather conditions and location of a country?

NJCCCS & COMMON CORE STANDARDS

- 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 themes.
- 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.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 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.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).
- 9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9-10.L.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

COMMON ASSESSMENT:

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1 EU2, EQ2 7.1.NH.A.1, 2, 3 7.1.NJ.B.1, 2, 3 7.1.NJ.C.2 8.1.12.A 9-10.W.9-10.5 9-10.L.1b DOK 3-4	<p>Choose one of the following assessments for students to complete</p> <p>Choice #1: Students will work in pairs to create a presentation about places to visit in an assigned Spanish-speaking country. Students may create their presentation using multimedia tools and services. Students will include pictures and descriptions of the following topics:</p> <ul style="list-style-type: none"> • the map of the country; • the flag; • monetary unit; • three geographical features; • a description of weather for each season; • three tourism sites; • two typical foods;

- a short description of typical activities from the country.



Pairs will each give a 5-minute oral presentation of their project. Assessment of fluency, accuracy, pronunciation and quality of information should be considered for the final grade. Classmates should be engaged in a guided note-taking activity during the presentations.


Choice #2: Students will write a short story about an imagined or real trip they took to an assigned Spanish-speaking country. Suggested verbs: visitar, viajar, comprar, tomar, comer, ver.


Sample/suggested outline:

- country you traveled to;
- places visited in the country (at least 2);
- mode of transportation;
- foods you ate (at least 2 typical foods);
- souvenirs you bought (at least 2);
- places of interests you saw (at least 2).

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Write a chart with 3 columns on the board labeled: infinitive; present; preterit- pick a variety of verbs to practice with.</p> <p> <i>For students who have difficulty organizing</i>, provide a hardcopy that has the columns labeled. Also provide at least one example that they can model of a conjugated verb.</p> <p><i>Students who are advanced</i> may come up with other verbs relevant to the unit but which were not discussed in class.</p>	<p>Students will classify suggested verbs</p> <p>DOK 1</p>	<ul style="list-style-type: none"> • Apply conjugation procedures to regular and irregular verbs in the present & preterit tenses (endings and forms) • Show subject/verb agreement • Apply the imperfect tense of verbs to certain weather condition <p>DOK 2</p>
<p>Create a Venn diagram comparing and contrasting activities and cultural excursions popular in New Jersey with those of a Spanish-speaking country or specific region.</p> <p> <i>For students who have difficulty organizing</i>, assign a specific Spanish-speaking country known for their tourist attractions.</p> <p><i>Students who are advanced</i> should provide visuals of the excursions listed in their Venn diagram. Students can also present Venn diagrams to class with an oral presentation explaining the excursions.</p>	<p>Comprehension of target vocabulary in context</p> <p>DOK1</p>	<ul style="list-style-type: none"> • Compare and contrast excursions • Locate Spanish-speaking countries on a map; mention how the locations affect tourism <p>DOK 2</p>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Investigate how religious beliefs/practices affect popular celebrations in Spanish-speaking countries by using the internet.</p> <p> <i>Students who are advanced</i> must look up and present a YouTube video of a Spanish-speaking country's celebration.</p>	<p>Celebrations such as La Navidad, La Pascua Florida, Tres Reyes, El año nuevo, El Cumpleaños, El Bautismo</p> <p>Vocabulary dealing with religion, economic status and professions as necessary</p> <p>DOK1</p>	<ul style="list-style-type: none"> Investigate religious beliefs and practices Support ideas and beliefs with examples <p>DOK 3</p>
<p>Label Spanish-speaking countries on maps using various colors and symbols to indicate the capitals and weather conditions (if desired).</p>	<p>Otoño, invierno, primavera, verano</p> <p>Hace sol, hace frío, está nublado, hace calor, templado, caluroso, nieva, llueve/ la lluvia; hace viento</p> <p>DOK 1</p>	<p>Define and illustrate vocabulary</p> <p>DOK 2</p>
<p>Students can additionally review vocabulary by:</p> <ol style="list-style-type: none"> 1) Creating flash cards 2) Playing BINGO with random vocabulary words 3) Playing a concentration game 4) Creating and completing word search puzzles 5) Solving sentence strip puzzles 6) Playing a spelling game 	<p>Students will memorize targeted vocabulary</p> <p>DOK 1</p>	<p>Recall domain-specific vocabulary</p> <p>DOK 2</p>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p> Students will increase their exposure to target language by completing listening activities that can include, but are not limited to, songs, YouTube videos, etc. These activities can be done in class or uploaded to EDMODO.</p>	<p>Comprehension of target vocabulary in context</p> <p>DOK1</p>	<ul style="list-style-type: none"> In-context language recognition Transfer understanding of vocabulary and grammar by



For students who have difficulty understanding listening activities, provide a word bank to complete cloze exercises.

Students who are advanced will create an assessment that evaluates comprehension of the audio activity. Assessments can be multiple choice, open ended or true false questions.

responding to spontaneous/
unrehearsed situations

DOK 3

NJSLS Career Readiness and Preparation and Educational Technology

[NJSLS Career Ready Practices](#)

[NJSLS 9.2 Career Awareness, Exploration & Preparation](#)

[NJSLS 8.1 Educational Technology](#)

SUPPORTING RESOURCES

[Appendix A: Accommodations and Modifications for Various Student Populations](#)

[Appendix B: Assessment Evidence](#)

[Appendix C: Interdisciplinary Connections](#)