

# **Madison Public Schools**

## **Grade 6 Spanish**

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## Course Overview

### Description

Grade 6 Spanish continues to develop the four skills of language learning - listening, speaking, reading, and writing. Students acquire and demonstrate competence in these skills using Interpretive, Interpersonal, and Presentational modes of communication. Grade 6 Spanish offers opportunities for students to use 21st Century Skills to enhance their own learning of the language, and to promote awareness of the positive impact that learning a language can offer them. Each unit presents a new linguistic and cultural context that students will learn to navigate with increasing independence and creativity. The major themes in Grade 6 Spanish relate to the students' lives as they discuss themselves and their friends, school and meals. In each of these themes students discuss personal preferences and compare and contrast their own customs to those of people in Spanish-speaking countries.

### Goals

Our World Language Curricula are guided by the American Council on the Teaching of Foreign Languages (ACTFL) and the New Jersey Core Curriculum Content Standards (NJCCCS). The latter were first adopted by the State Board of Education in 1996. This Grade 6 Spanish curriculum incorporates the New Jersey World Language Standards as revised in 2014. According to the NJCCCS 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.

The Interpretive Mode:

The **Interpretive Mode** is the manner of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of "one-way" reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. **Interpretation** beyond the **Novice level** differs from comprehension because it implies the ability to read or listen "between the lines."

The Interpersonal Mode:

The **Interpersonal Mode** is the manner of communication in which students engage in direct oral and or written communication with others (e.g., Conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or email messages).

The Presentational Mode:

The **Presentational Mode** is the manner of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

## Resources

[Grade 6 Suggested Activities and Resources](#)

## Materials

**Core:** Realidades A, Pearson Education, Inc. Copyright 2014

**Supplemental:** Realidades *Guided Practice Book* of Activities, Realidades Cuaderno (student workbook), Teacher-made question cards, Realidades Video Program, Teacher-created question visuals, Teacher-created Kahoot, Teacher-created Quizlet for individual practice and Quizlet Live, BBC Mundo readings, ***El secreto de su nombre*** por Rosana Acquaroni (Santillana Español)

## Benchmark Assessments

Benchmark assessments are given at the conclusion of each unit and focus on the main ideas and anchor standards of the course.

## Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

## Unit 1 Overview

Unit Title: ¡Bienvenidos! ¿Por qué estudiamos español? Welcome! Why do we study Spanish?

Unit Summary:

This unit will familiarize students with the basic vocabulary necessary to greet and hold a short conversation while it explores Spanish culture and the 21 Spanish-speaking countries. The students will understand that there are some differences between cultures and languages but also many similarities. They will be able to introduce themselves and greet formally and informally, as well as respond to classroom directions, tell time and identify body parts.

Suggested Pacing: 25 lessons

## Learning Targets

Unit Essential Questions:

- How can I communicate in Spanish if I don't have all the words I want to say?
- Where is Spanish spoken?
- How can I be a successful learner in class and what is my role in my Spanish class community?

Unit Enduring Understandings:

- There are many similarities between English and Spanish; I can use cognates to help me express myself in Spanish.
- Even if I don't have the precise word I want to say I can use circumlocution to express myself in Spanish.
- Learning another language and about another culture contributes to one's success in becoming a global citizen in the 21st Century.

## Evidence of Learning

**Formative Assessments:** A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.

**Summative Assessment:**

**Interpretive Mode:**

1. Find students in the class with certain characteristics (ice-breaker activity).
2. Form partners using countries and capitals of the 21 Spanish-speaking countries, weather, time, numbers or months of the year.
3. Follow a game in Spanish such as Simon Says using TPR for body parts.

**Interpersonal mode:**

1. Ask and answer teacher-prepared questions on the unit's topics with a partner.
2. Create questions to ask classmates about how they are, how old they are, about favorite season, day of the week, etc.

**Presentational mode:**

1. Create a dialogue introducing themselves and using phatic language to discuss the weather, time and feelings.
2. Describe favorite season, month and day of the week.

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<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b>	<b>Pacing</b>
<p>Greet people at different times of the day.</p> <p>Introduce yourself to others.</p> <p>Respond to classroom directions.</p> <p>Begin using numbers.</p> <p>Tell time.</p> <p>Identify parts of the body.</p> <p>Learn the countries and capitals of the 21 Spanish-speaking countries.</p>	<p><b>Content:</b> Formal and informal greetings, popular names in each of the Spanish-speaking countries, greetings and goodbyes, numbers up to 100 and body parts.,</p> <p><b>Skills:</b> Greet someone appropriately (formally or informally).</p> <p>Refresh memory from elementary Spanish and put language in context.</p> <p>Provide the language necessary (classroom commands) to conduct the class in Spanish 90% of the time.</p>	<p>Assign a Spanish country to each student for an ongoing country project. First assignment: Find the five most popular names for girls and for boys in the most recent year available.</p> <p>Greeting skit role-playing an adult and a child to emphasize the use of formal and informal language.</p> <p>TPR with classroom commands and body parts.</p> <p>Sing the countries and capitals song with the interactive map.</p> <p>Teacher-created quiz on the geography of Spain, Central and South America.</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.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.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	10 lessons
<p>Talk about things in the classroom.</p> <p>Ask questions about new words and phrases.</p> <p>Use the Spanish alphabet to spell words.</p> <p>Talk about things related to the calendar.</p> <p>Learn about the Aztec calendar.</p>	<p><b>Content:</b> Basic school vocabulary.</p> <p><b>Skills:</b> Talk about the classroom.</p> <p>Ask questions about the classroom.</p>	<p>Listening: Identify objects described in Spanish.</p> <p>Presentational: Sing the alphabet song.</p> <p>Interpersonal: Spell one's name to a partner.</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.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.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	8 lessons

Describe weather conditions.  Identify the seasons.  Compare weather in the Northern and Southern Hemispheres.	<p><b>Content:</b> Weather terms Seasons</p> <p><b>Skills:</b> Describe weather conditions. This will become part of the daily routine in class and should become very automatic.</p> <p>Identify the seasons and discuss in terms of when one's own birthday falls, favorite and least favorite seasons.</p>	<p>Answer questions in writing and orally about the seasons and weather.</p> <p>Look up the weather in assigned Spanish-speaking country to compare climate and to see weather terms in use. Use <a href="https://weather.com/es-US">https://weather.com/es-US</a></p> <p>Chapter test on all four modes of communication: listening, speaking, reading and writing.</p>	<p>7.1.NM.A5 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</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.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	7 lessons
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Unit 2 Overview
Unit Title: ¿Qué te gusta hacer? What do you like to do?
<p>Unit Summary:</p> <p>This unit provides the language and grammatical structures necessary to talk about activities one likes and doesn't like to do. The student learns to ask others what they like to do. The unit also explores cultural perspectives on favorite activities in the Spanish-speaking world.</p>
Suggested Pacing: 23 lessons
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> <li>How do I express my preferences in Spanish?</li> <li>How do I let someone know I don't like to do something?</li> <li>How do I look up a word in Spanish? What is the difference between an on-line dictionary and an on-line translator?</li> <li>How are our activities the same or different from our peers in Spanish-speaking countries.</li> </ul>
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> <li>We use "me gusta" with the infinitive form of the verb to express our likes.</li> <li>To make any sentence negative in Spanish insert "no" before the verb. "No me gusta" plus infinitive lets someone know that we don't like to do something.</li> <li>An on-line dictionary lets us know the meaning of the word including its part of speech and gives us some context. An online translator does the thinking for you and often produces bad results because it doesn't have the full context of how you want to use the language.</li> <li>There are more similarities than differences between us. Exploring these similarities and differences can be interesting and make us a better global citizen.</li> </ul>
Evidence of Learning
<p><b>Formative Assessments:</b> A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.</p>

## Summative Assessment:

### Interpretive Mode:

1. Identify new vocabulary (activities) through games such as charades and Simon Says.
2. View and listen to a story using targeted vocabulary and respond to questions.

### Interpersonal mode:

1. Ask and answer teacher-prepared questions on the unit's topics with a partner.
2. Create a short message using Twitter to express likes and dislikes.

### Alternative Assessment:

1. Create a scrapbook about one's own preferences and those of two friends and present the project to a partner or to the full class.
2. Sing a song along with classmates or "Karaoke" style.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Read, listen to, and understand authentic information about activities people like and don't like to do.	<b>Content:</b> The verb "to like" and the infinitive form of other action verbs.  Song with infinitives. <a href="#">Vivir mi vida</a>  <b>Skills:</b> Express what you like and do not like to do.  Sing song (Marc Anthony's Vivir mi vida) along with video with lyrics.	Listen to heritage speakers describe likes and dislikes and use check marks or thumbs up/down to demonstrate understanding.  Read and listen to a story (Videohistoria) and answer questions to demonstrate understanding.  Act out various activities (Charades) and have classmates describe preferred actions.  Vocabulary recognition quiz.	7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  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.4 Present information from age- and level appropriate, culturally authentic materials orally or in writing	6 lessons
Talk about activities.  Say what you like and don't like to do.  Ask others what they like to do.  Learn about infinitives and negative statements.	<b>Content:</b> A variety of common action verbs including popular activities.  Some basic question words and the structure of forming questions.  <b>Skills:</b> Describe one's own preferences.  Ask others about their preferences.	Create a Twitter message with activities one likes to do and activities one doesn't like to do.  Create a dialogue with a partner describing one's own likes and asking the partner what s/he likes and doesn't like to do.  Vocabulary production quiz.	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.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.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or roleplays using familiar vocabulary orally or in writing.  NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	5 lessons

			<p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	
<p>Use a dictionary to look up unknown words.</p> <p>Use cognates to help understand higher level reading.</p> <p>Relate music and dance to their country of origin.</p>	<p><b>Content:</b> Use the Realidades glossary, English-Spanish dictionaries, <a href="http://wordreference.com">wordreference.com</a> and <a href="https://www.google.com/translate">Google translate</a> to understand the advantages/disadvantages, uses and limitations of each. Read ¿Qué Tal? Magazine to find cognates.</p> <p><b>Skills:</b> Look up words to express oneself more completely or more precisely.</p> <p>Use cognates to help read culturally authentic content and to understand reading with new or unfamiliar vocabulary.</p> <p>Watch and listen to flamenco, salsa, tango, merengue, cumbia from Spain, Puerto Rico, Argentina, Dominican Republic, and Colombia.</p>	<p>Look up a list of words using the various sources to compare and contrast the results.</p> <p>Identify the various dance styles given a music sample.</p> <p>Grammar quiz: infinitives.</p>	<p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>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.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</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>	5 lessons
<p>Listen to, read about, discuss and write about likes and dislikes.</p>	<p><b>Content:</b> Vocabulary and syntax to describe activities one likes to do and doesn't like to do.</p> <p><b>Skills:</b> Synthesize the vocabulary and grammar structures to demonstrate understanding of a heritage speaker of Spanish, read and understand authentic text, speak about what they like and do not like to do and write about preferred activities.</p> <p>Perform review activities to "put it all together."</p>	<p>Chapter test on all four modes of communication: listening, speaking, reading and writing.</p> <p>Create a scrapbook about yourself and two close friends to show in words and pictures what you like to do, don't like to do and the same about two friends.</p>	<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.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 in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</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.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	5 lessons

Read a chapter from a short novel in Spanish.	<p><b>Content:</b> Read the first chapter of <i>El secreto de su nombre</i> (<i>¿Dónde estoy?</i>). Discuss the chapter, making predictions, classify the vocabulary, extend the vocabulary to one's own life and circumstances.</p> <p><b>Skills:</b> Extend the knowledge of vocabulary and grammar to read a novel written in the target language.</p>	Reading comprehension questions, activities and discussion on the novel.	<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 in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.</p>	2 lessons

Unit 3 Overview	
Unit Title: Y tú, ¿cómo eres? What are you like?	
Unit Summary: This unit provides the language, grammatical structures and cultural context necessary to talk about personality traits. The student learns to ask and tell what people are like and to use adjectives to describe people. The unit also explores cultural perspectives with a focus on Mexico, Colombia, Ecuador, Perú and Bolivia.	
Suggested Pacing: 20 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> <li>How do I describe myself and my friends in Spanish?</li> <li>How can I develop and maintain friendships using 21st Century tools?</li> <li>How do students in Spanish-speaking countries my age describe themselves and what characteristics do they emphasize?</li> <li>How do friendships and familial relationships compare using Colombia as a point of reference.</li> </ul>	
Unit Enduring Understandings: <ul style="list-style-type: none"> <li>There are many ways to describe myself that correspond with the activities that I like to do. I see a relationship in the structure of the language between these activities and the descriptive words that help me remember the vocabulary necessary to describe myself and my friends.</li> <li>I can use Google hangouts, Twitter, Skype and other 21st Century tools to develop and maintain friendships.</li> <li>There are more similarities than differences between my life and that of my neighbors in Spain and the Americas.</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzl, Quizlet, turn and talk, and dramatic interpretation.	

## Summative Assessment:

### Interpretive Mode:

1. Read about Frida Kahlo and describe her in the target language.
2. Read and listen to heritage speakers of Spanish in a dialogue using the Internet to communicate: Amigos por Internet. Demonstrate understanding by answering comprehension questions in writing and orally.

### Interpersonal mode:

1. Role play different characters with various interests and personalities to describe people in the target language.
2. Continue to get to know members of the class and build community through “guess who” activities. In these activities students will use the correct endings of the adjectives to demonstrate understanding of the grammatical rule that adjectives in Spanish are masculine or feminine depending on the noun they modify.

### Alternative Assessment:

1. Create a scrapbook about one’s own preferences and those of two friends and present the project to a partner or to the full class. Unit 2 and Unit 3 are related.
2. Sing a song along with classmates or “Karaoke” style.
3. Create a dialogue describing oneself and asking a partner about what (s)he is like.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Talk about what people are like.  Ask people to talk about themselves and others.  Describe your own personality traits.	<b>Content:</b> The verb “to be” that is used for personal characteristics: <i>ser</i> .  Adjectives to describe people. The vocabulary and grammatical structures necessary to describe people.  Definite and indefinite articles.  Word order: In Spanish adjectives usually come after the noun.  <b>Skills:</b> Describe oneself and others in Spanish.	Based on pictures, short video clips or dramatizations in class, write short sentences describing a person.  Describe the person orally noting that the endings of the adjectives change to agree with the subject.  Use articles correctly in speech and in writing.  Unscramble words to form sentences in correct word order.  Vocabulary recognition quiz.	7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.  7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.  7.1.NH.C.3 Describe in writing people and things from the home and school environment.	9 lessons
Read an article about personality traits.  Understand cultural perspectives on friendship.  Write a letter to a pen pal.	<b>Content:</b> Fondo Cultural: Short article on Simón Bolívar describing the characteristics of a leader.  ¿Qué es un amigo? Letters from an exchange student from Costa Rica	Write a pen pal letter to another 6th grade class at MJS or, if there is the opportunity, to a 6th grade class in a Spanish-speaking school abroad.  Vocabulary production quiz.	7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.  7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.	5 lessons

Learn facts about the Caribbean.	<p>spending time in the U.S. and a student from the U.S. on an exchange program in Colombia.</p> <p>Read about Cibercafés.</p> <p><b>Skills:</b> Describe characteristics a good leader should display and characteristics a good leader should not have.</p>	Grammar quiz on the use of adjectives.	<p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	
Listen to, read about, discuss and write about personality traits, personal characteristics and cultural perspectives on friendship.	<p><b>Content:</b> Vocabulary and syntax to describe personality traits, personal characteristics and friendship.</p> <p><b>Skills:</b> Synthesize the vocabulary and grammar structures to demonstrate understanding of a heritage speaker of Spanish, read and understand authentic text, speak about what people are like.</p> <p>Perform review activities to “put it all together.”</p>	<p>Chapter test on all four modes of communication: listening, speaking, reading and writing.</p> <p>Create a scrapbook about yourself and two close friends to show in words and pictures what you like to do, don't like to do and the same about two friends.</p>	<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.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 in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</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.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or roleplays using familiar vocabulary orally or in writing.</p>	5 lessons
Read a chapter from a short novel in Spanish.	<p><b>Content:</b> Read the second chapter of <i>El secreto de su nombre (Coyoacán)</i>. Discuss the chapter, making predictions, classify the vocabulary, extend the vocabulary to one's own life and circumstances.</p> <p><b>Skills:</b> Extend the knowledge of vocabulary and grammar to read a novel written in the target language.</p>	Reading comprehension questions, activities and discussion on the novel.	<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 in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home,</p>	1 lesson

			work, and extracurricular activities for use in a career.	
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## Unit 4 Overview

Unit Title: Tu día en la escuela - Your Day in School

Unit Summary:

This unit provides the language, grammatical structures and cultural context necessary to talk about school schedules and subjects. The student learns discuss what (s)he does during the day, when each class in his/her schedule occurs, what classes are like and who teaches them. The students will compare school in the United States with school in a Spanish-speaking country.

Suggested Pacing: 21 lessons

## Learning Targets

Unit Essential Questions:

- How do I discuss my school day including my schedule, preferred classes and teachers?
- How is school in the U.S. the same and how is it different from those in Spanish-speaking countries?
- How do I ask questions of my peers about their schedule, classes, and school experiences?

Unit Enduring Understandings:

- Some of the adjectives I learned about myself and my friends can be extended to discuss my teachers and my school day.
- I can transfer the grammatical rules and structures acquired when talking about myself and my friends to discussing school.
- Schools in Spanish-speaking countries have some differences, but are more the same than they are different. Understanding these differences makes me a more accepting and tolerant learner.

## Evidence of Learning

**Formative Assessments:** A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzl, Quizlet, turn and talk, and dramatic interpretation.

**Summative Assessment:**

**Interpretive Mode:**

1. Read about Fernando Botero, a Colombian artist, and discuss his style of painting.
2. Read and listen to heritage speakers of Spanish in a dialogue using the Internet to communicate: El primer día de clases. Demonstrate understanding by answering comprehension questions in writing and orally.

**Interpersonal mode:**

1. Create questions to interview a classmate about the school day, schedule, favorite classes and teachers.

## 2. Create a dialogue with a partner about a true schedule or a dream schedule.

### **Presentational mode:**

Discuss schedule, describe classes and teachers.

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b>	<b>Pacing</b>
Read, listen to, and understand information about the school day.	<p><b>Content:</b> Ordinal numbers, school subjects, adjectives to describe class and teachers.</p> <p>The verbs “to have,” “to need” and “should.”</p> <p><b>Skills:</b> Discuss one’s schedule, classes, teachers, and preferred subjects.</p> <p>Read, view and understand a short video on the topic of the school day.</p>	<p>Create an actual or dream schedule.</p> <p>Compare classes with a partner.</p> <p>Create a skit role playing either the new student or the experienced student.</p> <p>Vocabulary recognition quiz.</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.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	5 lessons
<p>Discuss school schedules and classes.</p> <p>Ask and tell about likes and dislikes with regard to the school day.</p> <p>Learn to use subject pronouns.</p> <p>Learn to use verbs that end in -ar.</p> <p>Compare your school with that of a student in a Spanish-speaking country.</p>	<p><b>Content:</b> Ordinal numbers, school subjects, adjectives to describe class and teachers.</p> <p>The verbs “to have,” “to need” and “should.”</p> <p><a href="#">Bringing conjugations back</a> and <a href="#">-ar verb song</a>, and <a href="#">Lady Blah Blah</a>.</p> <p><b>Skills:</b> Using vocabulary clues, identify the subject.</p> <p>Develop questions about a school schedule and interview a peer. Answer questions about one’s own school day.</p>	<p>Student has a choice:</p> <ol style="list-style-type: none"> <li>1. Create an oral presentation in which the student describes when they have classes, describes what the class is like and states who is the teacher.</li> <li>2. Create a multimedia presentation in which the student describes when they have classes, describes what the class is like and states who is the teacher.</li> </ol> <p>Vocabulary production quiz.</p> <p>Grammar quiz on the use of “-ar” verbs.</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p>	10 lessons
<p>Listen to, read about, discuss and write about one’s school schedules and subjects.</p> <p>Discuss what students do during the day.</p> <p>Ask and tell who is doing an action.</p> <p>Compare your school with that of a student in a Spanish-speaking country.</p>	<p><b>Content:</b> Vocabulary and syntax to describe one’s school schedule, personal characteristics and friendship.</p> <p><b>Skills:</b> Synthesize the vocabulary and grammar structures to demonstrate understanding of a heritage speaker of Spanish, read and understand authentic text, speak about what people are like.</p>	<p>Chapter test on all four modes of communication: listening, speaking, reading and writing.</p>	<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 in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	5 lessons

	Perform review activities to “put it all together.”		<p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or roleplays using familiar vocabulary orally or in writing.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	
Read a chapter from a short novel in Spanish.	<p><b>Content:</b> Read the third chapter of <i>El secreto de su nombre</i> (<i>¡Tiene batería!</i>). Discuss the chapter, making predictions, classify the vocabulary, extend the vocabulary to one’s own life and circumstances.</p> <p><b>Skills:</b> Extend the knowledge of vocabulary and grammar to read a novel written in the target language.</p>	Reading comprehension questions, activities and discussion on the novel.	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 in culturally authentic materials using electronic information and other sources related to targeted themes.	1 lesson

Unit 5 Overview	
Unit Title: Tu sala de clases - Your Classroom	
<p>Unit Summary:</p> <p>This unit provides the language, grammatical structures and the cultural context necessary to describe a classroom, to indicate where things are located, to talk about more than one object or person and to understand cultural perspectives on school.</p>	
Suggested Pacing: 22 lessons	
Learning Targets	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> <li>How do I navigate the language classroom using only the target language?</li> <li>How do I remember the objects in my classroom and the location words if they are not cognates?</li> </ul>	

- What are advantages and disadvantages of the Spanish and U.S. school systems.?

#### Unit Enduring Understandings:

- I can use acquired vocabulary and circumlocution to express myself in Spanish.
- I can relate the words to prior knowledge and use songs and games until the vocabulary becomes natural.
- There is no perfect system, but by exploring, questioning and having an interest in other cultures, I become more interested in learning the target language.

### Evidence of Learning

**Formative Assessments:** A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzl, Quizlet, turn and talk, and dramatic interpretation.

#### Summative Assessment:

##### Interpretive Mode:

Read, act out and answer questions about the videohistoria.

Discuss where things are in the classroom and ask and answer questions.

##### Interpersonal mode:

Create a dialogue about where various items are in the classroom.

##### Alternative Assessment:

Create a slide presentation about where favorite items are in the virtual classroom.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Read, listen to and understand information about the classroom and where objects are located.	<b>Content:</b> Classroom objects  <b>Skills:</b> Discuss where things are in the classroom.  Research songs or videos that contain classroom objects and the verb “to be” used for location, <i>estar</i> .	Based on pictures, short video clips or dramatizations in class, write short sentences describing the classroom.  Ask and answer questions about where things are located in the classroom.  Vocabulary recognition quiz.	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.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.	5 lessons
To communicate about a classroom.  To ask and tell how someone feels.  To talk about where someone or something is located.  Learn to use the verb “estar” and the plurals of nouns and articles.	<b>Content:</b> Classroom objects  Location vocabulary  The verb “estar”  <b>Skills:</b> Discuss where things are in the classroom.  Look up the cost of a backpack or other classroom object in various	Create a Google slide presentation placing favorite objects into a virtual classroom. Describe where each item is in the room.  Vocabulary production quiz.  Grammar quiz on the verb “estar” and location words.	7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.  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.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or roleplays using familiar vocabulary orally or in writing.	10 lessons

	Spanish speaking countries using a currency converter.			
<p>Listen to, read about, discuss and write about classroom objects and locations.</p> <p>Compare U.S. schools to schools in the Spanish-speaking world.</p>	<p><b>Content:</b> Vocabulary and syntax to discuss classroom objects and their locations.</p> <p><b>Skills:</b> Synthesize the vocabulary and grammar structures to demonstrate understanding of a heritage speaker of Spanish, read and understand authentic text, speak about classroom objects.</p> <p>Perform review activities to “put it all together.”</p>	Chapter test on all four modes of communication: listening, speaking, reading and writing.	<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 in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</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.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or roleplays using familiar vocabulary orally or in writing.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	5 lessons
Read a chapter from a short novel in Spanish.	<p><b>Content:</b> Read the fourth chapter of <i>El secreto de su nombre (Comida Mexicana)</i>. Discuss the chapter, making predictions, classify the vocabulary, extend the vocabulary to one’s own life and circumstances.</p> <p><b>Skills:</b> Extend the knowledge of vocabulary and grammar to read a novel written in the target language.</p>	Reading comprehension questions, activities and discussion on the novel.	<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 in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p>	2 lessons

## Unit 6 Overview

Unit Title: ¿Desayuno o almuerzo? Breakfast or lunch?

Unit Summary:

This unit provides the language, grammatical structures and the cultural context necessary to describe what students eat and drink for breakfast and for lunch, in the U.S. and Spanish-speaking countries. Students will indicate their preferences, describe food combinations and understand cultural perspectives on meals.

Suggested Pacing: 27 lessons

## Learning Targets

Unit Essential Questions:

- How are meals similar and different in the Spanish-speaking world?
- What foods are common in the Spanish-speaking countries?
- How do I express my food preferences in Spanish?

Unit Enduring Understandings:

- The timing of meals, the composition of meals and the social aspects of meals vary by country and by being exposed to these cultural differences, I will be a more educated person when I study, work or live in a Spanish culture in the future.
- While the basic ingredients are the same (vegetables, breads/cereals, meats and dairy), the preparation of foods can be interestingly different in Spanish-speaking countries.
- Some of the grammatical structures I've acquired will allow me to express food preferences, too.

## Evidence of Learning

**Formative Assessments:** A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzl, Quizlet, turn and talk, and dramatic interpretation.

**Summative Assessment:**

**Interpretive Mode:**

Read, act out and answer questions about the videohistoria.

Understand authentic materials such as a recipe or a magazine article about food.

**Interpersonal mode:**

Discuss breakfast and lunch preferences.

**Presentational mode:**

Create a dialogue about in the kitchen or a restaurant setting.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Talk about foods and beverages for breakfast and for lunch, talk about likes and dislikes, express how often something is done	<b>Content:</b> Food vocabulary (breakfast and lunch). Vocabulary to discuss food (comer, compartir, beber)	Ask and answer questions about who has/who wants certain food items (using realia).	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.B.2 Give and follow a series of oral and written directions, commands, and	5 lessons

and understand cultural perspectives on meals.	with an emphasis on -er and -ir verbs. <b>Skills:</b> Read, view and understand conversations about food.	Vocabulary recognition quiz on breakfast and lunch foods and verbs to enable students to use this vocabulary.	requests for participating in age- and level- appropriate classroom and cultural activities. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.	
Talk about foods and beverages for breakfast and for lunch, ask and tell what people eat and drink for breakfast and lunch, express likes and dislikes and learn to use gusta/n, encanta/n to address what they like or like a lot.	<b>Content:</b> Food vocabulary (breakfast and lunch). Vocabulary to discuss food (comer, compartir, beber) with an emphasis on -er and -ir verbs.  <b>Skills:</b> Express likes and dislikes with regard to foods.	Ask and answer with classroom partners about food preferences.  Vocabulary production quiz using breakfast and lunch foods, verbs and ancillary vocabulary (with, without, etc) to enable students to discuss food preferences.  Grammar quiz on “gustar” with nouns and -er and -ir verbs.	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.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.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or roleplays using familiar vocabulary orally or in writing	10 lessons
Read about fruits that are native to the Americas, learn about a snack in Spanish-speaking countries, churros con chocolate, maintain a conversation about what you like, including your food preferences and learn facts about the northern part of South America.	<b>Content:</b> Short readings from Realidades, Newsela, BBC Mundo, ¿Qué tal?  <b>Skills:</b> Extend one’s knowledge from basic foods to include foods typical of the Spanish-speaking countries.	Comprehension questions on readings.	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.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.	5 lessons
Listen to, read about, discuss and write about breakfast and lunch foods..	<b>Content:</b> Vocabulary and syntax to discuss foods, especially breakfast and lunch.  <b>Skills:</b> Synthesize the vocabulary and grammar structures to demonstrate understanding of a heritage speaker of Spanish, read and understand authentic text, speak about food preferences.  Perform review activities to “put it all together.”	Chapter test on all four modes of communication: listening, speaking, reading and writing.	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 in culturally authentic materials using electronic information and other sources related to targeted themes.  7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.  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.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or roleplays using familiar vocabulary orally or in writing.  NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  8.1.8.E.1 Effectively use a variety of search tools and filters in professional public	5 lessons

			<p>databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	
Read a chapter from a short novel in Spanish.	<p><b>Content:</b> Read the fifth chapter of <i>El secreto de su nombre (Un Hombre Misterioso)</i>. Discuss the chapter, making predictions, classify the vocabulary, extend the vocabulary to one's own life and circumstances.</p> <p><b>Skills:</b> Extend the knowledge of vocabulary and grammar to read a novel written in the target language.</p>	Reading comprehension questions, activities and discussion on the novel.	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 in culturally authentic materials using electronic information and other sources related to targeted themes.	2 lessons

Unit 7 Overview	
Unit Title: Para mantener la salud - To Maintain One's Health	
<p>Unit Summary:</p> <p>This unit provides the language, grammatical structures and the cultural context necessary to describe what students eat and drink for dinner in the U.S. and Spanish-speaking countries. Students will compare and contrast the U.S. food pyramid with the Mediterranean food pyramid.</p>	
Suggested Pacing: 21 lessons	
Learning Targets	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> <li>How do I maintain a healthy lifestyle and express this in Spanish?</li> <li>What different activities do we do here and in the Spanish cultures to maintain a healthy lifestyle?</li> </ul>	
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> <li>The food pyramid helps to guide us and living an active life helps to maintain a healthy life.</li> <li>The timing of meals, the composition of meals and the social aspects of meals vary by country and by being exposed to these cultural differences, I will be a more educated person as I study, work or live in a Spanish culture in the future.</li> <li>While the basic ingredients are the same (vegetables, breads/cereals, meats and dairy), the preparation of foods can be interestingly different in Spanish-speaking countries.</li> </ul>	
Evidence of Learning	

**Formative Assessments:** A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzl, Quizlet, turn and talk, and dramatic interpretation.

**Summative Assessment:**

**Interpretive Mode:**

Read, act out and answer questions about the videohistoria.

Understand authentic materials such as a recipe or a magazine article about food.

**Interpersonal mode:**

Discuss dinner preferences.

**Presentational mode:**

Create a dialogue about in the kitchen or a restaurant setting.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
<p>Read, listen to and understand information about food groups and foods on the food guide pyramid.</p> <p>Activities to maintain good health.</p> <p>Ways to describe food, express food preferences</p> <p>Talk about dinner foods and express food preferences..</p> <p>Describe people and foods.</p> <p>Talk about healthy and unhealthy lifestyles.</p> <p>Learn to use the plurals of adjectives and the verb 'ser.'</p>	<p><b>Content:</b> Dinner vocabulary, adjectives to describe food, the verb "deber" (should) and the verbs "ser" (to be) and "preferir" (to prefer).</p> <p><b>Skills:</b> Read, view and understand conversations about food.</p> <p>Use the vocabulary acquired to create a menu.</p>	<p>Create a menu.</p> <p>Vocabulary recognition quiz.</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	5 lessons
<p>Read about a sports diet and learn some facts about an athlete.</p> <p>Understand about cultural perspectives on health care.</p> <p>Make a poster about good health habits.</p> <p>Learn facts about the southern part of South America.</p>	<p><b>Content:</b></p> <p><b>Skills:</b></p>	<p>Create a poster describing what one does to maintain a healthy life and what one shouldn't do.</p> <p>Vocabulary production quiz.</p> <p>Grammar quiz on plurals of adjectives and the verb "ser."</p>	<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.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public</p>	10 lessons

			<p>databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	
<p>Listen to, read about, discuss and write about dinner foods and foods and activities to maintain a healthy life.</p>	<p><b>Content:</b> Vocabulary and syntax to discuss foods, especially dinner.</p> <p><b>Skills:</b> Synthesize the vocabulary and grammar structures to demonstrate understanding of a heritage speaker of Spanish, read and understand authentic text, speak about food preferences.</p> <p>Perform review activities to “put it all together.”</p>	<p>Chapter test on all four modes of communication: listening, speaking, reading and writing.</p>	<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 in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</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.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or roleplays using familiar vocabulary orally or in writing.</p>	5 lessons
<p>Read a chapter from a short novel in Spanish.</p>	<p><b>Content:</b> Read the sixth chapter of <i>El secreto de su nombre (Final del Desafío)</i>. Discuss the chapter, making predictions, classify the vocabulary, extend the vocabulary to one’s own life and circumstances.</p> <p><b>Skills:</b> Extend the knowledge of vocabulary and grammar to read a novel written in the target language.</p>	<p>Reading comprehension questions, activities and discussion on the novel.</p>	<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 in culturally authentic materials using electronic information and other sources related to targeted themes.</p>	1 lesson

## Unit 8 Overview

Unit Title: Latinos Famosos y Mi Libro de Cultura - Famous Hispanic People and My Book of Culture

Unit Summary:

This unit provides the language and historical background for students to choose a famous Latin person to present in the form of a wax museum. Students will also complete and present a year-long project about the culture of one of the 21 Spanish-speaking countries.

Suggested Pacing: 10 lessons

## Learning Targets

Unit Essential Questions:

- Who are some of the famous Latinos in the world of music, art, education, science, sports and government? What contributions have they made and how have they influenced the world?
- How can I relate to these Latinos and how have they influenced my passions?
- What are the components of “culture”?
- What are the similarities and differences among the cultures of the 21 Spanish-speaking countries?

Unit Enduring Understandings:

- There are leaders from the Latin community in all fields.
- As a leading immigrant population, Latinos have had an enormous contribution to our world in the United States.
- Culture goes beyond food, music and dance. Culture can be seen interwoven in the language, it is incorporated into familial relationships, and it is celebrated in the countries, food, music, dance, art, government, people, geography, etc.

## Evidence of Learning

**Formative Assessments:** A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzl, Quizlet, turn and talk, and dramatic interpretation.

**Summative Assessment:**

**Interpretive Mode:**

Read information about famous Latinos and the cultures of a target Spanish-speaking country. Understand authentic materials in the research of the topics.

**Interpersonal mode:**

Work in pairs to prepare a presentation of a Latino Famoso.

**Presentation mode:**

Create a wax museum presenting information about a Latino Famoso. Invite another Spanish class or other guests to visit the museum.

Present the Libro de cultura (the Book of Culture) to the teacher and full class.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Assume the role of a Latino Famoso to describe his or her life and accomplishments.	<p><b>Content:</b> Information on the lives and accomplishments of the Latinos Famosos.</p> <p><b>Skills:</b> Identify the Latinos Famosos.</p> <p>Discuss the life and accomplishments of one Latino Famoso in English and in Spanish.</p> <p>Find factual information through Internet research and biographies.</p>	Create a magazine cover celebrating a Latino Famoso or create a card of information and dress as the Latino Famoso and be able to describe the life of the person in wax museum form.	<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.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.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.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or roleplays using familiar vocabulary orally or in writing.</p> <p>7.1.NM.C.4 Present information from age- and level appropriate, culturally authentic materials orally or in writing.</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>	5 lessons
Describe the elements of culture that pertain to one of the 21 Spanish-speaking countries.	<p><b>Content:</b> The <a href="#">elements of culture</a> as agreed-upon by the students in the class.</p> <p><b>Skills:</b> Research the most popular names, activities and sports, holidays, leader and type of government, music, food, money system, people and clothing of the country.</p> <p>Condense the information found and use the language acquired to write it in Spanish.</p> <p>Use the Internet to research a recipe, song or other interesting clip to enhance the presentation for the audience.</p>	Create a slide presentation with visuals, text and at least one video clip to share the culture of an assigned country with the class.	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</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.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>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p>	5 lessons

			CRP4. Communicate clearly and effectively and with reason.	
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