

Madison Public Schools

Grade 7 - Spanish

Written by:

Veronica Tobia

Reviewed by:

Matthew A. Mingle

Director of Curriculum and Instruction

Stacy Snider

Supervisor of Visual & Performing Arts/World Languages

Approval date:

August 18, 2015

Members of the Board of Education:

Lisa Ellis, President

Kevin Blair, Vice President

Shade Grahling, Curriculum Committee Chairperson

David Arthur

Debra Coen

John Flynn

Johanna Habib

Leslie Lajewski

Madison Public Schools

359 Woodland Road

Madison, NJ 07940

www.madisonpublicschools.org

Course Overview

Description

Grade 7 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 7 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 7 Spanish relate to the students' lives as they discuss leisure activities, families and celebrations, and the home.

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 7 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

[Suggested activities and resources page](#)

Materials

Core: Realidades B, Pearson Education, Inc. Copyright 2008

Supplemental: Realidades A, Pearson Education, Inc. Copyright 2008 (**Chapter 4A**), Presentation Express, Realidades *Guided Practice Book* of Activities, Realidades Cuaderno (student workbook), Teacher-made question cards, Realidades Video Program, Teacher-created question visuals, BBC Mundo readings, *Un príncipe para Tess* por Rosana Acquaroni (Santillana Español), [Conjuguemos](#) to practice verbs.

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! Getting to know my new classmates | |
| Unit Summary: This unit spirals back to the 6th grade curriculum to reinforce the language and structures of describing oneself, asking and answering questions about everyday events and activities as the students get to know each other and build a classroom community of engaged learners. Students communicate using memorized words and phrases to talk about familiar topics related to school, the calendar, friends and meals. | |
| Suggested Pacing: 15 lessons | |
| Learning Targets | |
| Unit Essential Questions: <ul style="list-style-type: none"> • How can I use Spanish in my daily life in school and outside of school? • What connections can I make with the 21 Spanish speaking cultures? • How can I communicate if I don't have the precise vocabulary? • How can I be a successful Spanish learner? | |
| Unit Enduring Understandings: <ul style="list-style-type: none"> • I can use my vocabulary to speak with my peers about everyday topics. • There are many authentic resources available to allow me to read and listen independently. • My learning of the language does not stop when I graduate from high school or college. | |
| 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: | |
| The Interpretive Mode: <ol style="list-style-type: none"> 1. Answer questions in writing showing the ability to describe preferred places and when students go to various places incorporating seasons, months of the year, and days of the week. 2. Create a flag that describes the student's favorite activity, class, season, subject, food. 3. Form partners using countries and capitals of the 21 Spanish-speaking countries. | |
| Interpersonal mode: <ol style="list-style-type: none"> 1. Ask and answer teacher-prepared questions on the unit's topics with a partner. 2. Create questions to ask classmates about themselves, their preferences, where they like to go in the community, how they spend their free time. | |
| Presentational mode: <ol style="list-style-type: none"> 1. Create a dialogue introducing themselves to someone new to MJS, describing where they go on weekends. 2. Describe the places they like to go and the places they do not like to go. | |

3. With whom and why do they go to their favorite places.
4. When and how often do they go to the various places.

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
|---|---|--|---|---------------|
| Describe yourselves and a friend and discuss preferences. Talk about what you like don't like to do. Describe yourself and other people. Talk about the classes you have. Describe your classroom. | Content: Vocabulary to introduce, describe likes and dislikes, school and calendar. Skills: Ask and respond to questions in Spanish. Introduce yourself to a peer, describe yourself, and discuss preferences. | Create a dialogue to ask and answer questions with a partner in the roles of an experienced MJS student and a newcomer. | 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.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. | 5 lessons |
| Describe a favorite activity, class, season, subject and food. Ask and tell who is doing an action. Talk about foods and beverages for breakfast, lunch and dinner. Discuss food, health and exercise. Use an English-Spanish dictionary, http://www.wordreference.com/ and http://www.spanishdict.com/translation to look up words. | Content: Vocabulary and syntax to describe self, school, activities, calendar, and food. Resources to use to look up words and obtain proper pronunciation. Skills: Synthesize language learned in sixth grade to create a product that captures the essence of the students' preferences. Pull key information from review activities. Gain independence in finding "just the right word or phrase." | Create and present a flag with illustrations and text to describe a favorite activity, class, season, subject and food. | 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.NH.C.3 Describe in writing people and things from the home and school environment. NJLSA.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 databases to find information to solve a real world problem. CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. | 5 lessons |
| Recite and sing the 21 Spanish-speaking countries and capitals. Research and relate to classmates the 5 most popular girls' names and 5 | Content: Rock the capitals of South America and Rock the capitals of North America; the capital of Spain and Equatorial Guinea. | Teacher-created quiz on the geography of Spain, Central and South America. Find one's own name in the list of names researched to | 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. | 5 lessons |

| | | | | |
|---|---|---|--|--|
| most popular boys' names in a Spanish-speaking country. | <p>The most popular names in various countries to show that there are similarities and differences among the countries.</p> <p>Skills: Internet research in the target language to receive results in Spanish.</p> | <p>see if it has any particular cultural significance. For example, Guadalupe (Lupe) is very popular in Mexico due to the Mexicans adoration of La Virgen de Guadalupe.</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.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> | |
|---|---|---|--|--|

| Unit 2 Overview |
|---|
| Unit Title: ¿Adónde vas? Where are you going? |
| <p>Unit Summary:</p> <p>This unit introduces locations in the community with all of the language necessary to discuss where one is going and with whom. The cultural comparison to Madison, NJ is Madrid, Spain with its shops, theatres and world-famous Retiro Park.</p> |
| <p>Suggested Pacing: 22 lessons</p> |
| Learning Targets |
| <p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How can I use Spanish in my daily life in school and outside of school? • Do we in the United States spend our leisure time similarly or differently from our peers in Spain? • How can I communicate if I don't have the precise vocabulary? |
| <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • I can use my bank of acquired vocabulary in simple and creative ways to speak about universally known activities such as school and sports. • I am more the same than different from my peers in other countries. • I can use circumlocution to communicate my main ideas, wants and needs. |
| Evidence of Learning |
| <p>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.</p> <p>Summative Assessment:</p> <p>Interpretive Mode:</p> <ol style="list-style-type: none"> 1. Answer questions in writing showing the ability to describe preferred places to go and when to go incorporating seasons, months of the year, and days of the week. 2. Form partners using countries and capitals of the 21 Spanish-speaking countries, weather, numbers or months of the year. <p>Interpersonal mode:</p> <ol style="list-style-type: none"> 1. Ask and answer teacher-prepared questions on the unit's topics with a partner. 2. Create questions to ask classmates about where they like to go in the community of Madison; they'll include when, with whom and why they like to go to various places. <p>Alternative Assessment:</p> <ol style="list-style-type: none"> 1. Create a dialogue introducing themselves to someone new to MJS, describing where they like to go, when, with whom and why they go to various places. |

2. Describe places they like **to go** and places they prefer not to go.
3. Describe what they **do** at various places.

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
|--|--|--|--|-----------|
| Read, listen to and understand information about activities outside of school. | <p>Content: Vocabulary and syntax to describe places to go when not in school.</p> <p>Videohistoria that uses the new vocabulary in context.</p> <p>Skills: Play interactive games in Spanish to use the language in non-threatening, playful ways.</p> | Play Pictionary, Kahoot, 7-Arriba, líder (a flash card cooperative learning activity), Go-Fish, TPR activities, Password (for circumlocution) with new vocabulary leading to a Vocabulary Recognition Quiz. | <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.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities.</p> | 5 lessons |
| Communicate about leisure activities, tell where they go and with whom, and learn to use the verb <i>ir</i> and how to ask questions | <p>Content: Vocabulary to talk about the places in the community and leisure activities.</p> <p>Skills: Ask and respond to questions in Spanish.</p> <p>Introduce themselves to a peer, describe what they do in their free time, where they go and with whom in a target culturally appropriate manner.</p> | <p>Ask and answer questions through the use of teacher-made question cards.</p> <p>Create mini-skits with student-produced questions and answers.</p> <p>Vocabulary Production 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.IL.A.3 Compare and contrast the use of verbal and nonverbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</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.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> | 5 lessons |
| Discuss what to do at the places in the community. Learn to use <i>ir</i> + a + places | <p>Content: Vocabulary and syntax to describe places in the community and what people do in those places.</p> <p>Read about key places in target language cultures: murals in the Pilsen neighborhood in Chicago and the cathedral in San Juan, Puerto Rico for example.</p> | <p>Create a dialogue to welcome a new student to MJS. Play the part of the experienced student or the new student to find out about each other. Each role includes questions and answers about places to go in the community and what to do in each place.</p> <p>Structure of the Language Quiz on the verb "to go" and the questions</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.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.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 |

| | | | | |
|---|---|--|--|-----------|
| | Skills: Use the vocabulary and grammar structures to read in the target language and to create meaningful conversation. | including where, to where, with whom and when. | | |
| Listen to, read about, discuss and write about things to do in the community. | Content: Vocabulary and syntax to describe places in the community and what people do in those places. Perform review activities to “put it all together.” Skills: 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 what there is to do in the community. | Chapter test on all four modes of communication: listening, speaking, reading and writing. | 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.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. NJSLSA.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 databases to find information to solve a real world problem. CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. | 5 lessons |
| Read a chapter from a short novel in Spanish. | Content: Read the first chapter of <i>Un príncipe para Tess</i> . Discuss the chapter, making predictions, classify the vocabulary, extend the vocabulary to | 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 |

| | | | | |
|--|---|--|--|--|
| | <p>one's own life and circumstances.</p> <p>Skills: Extend the knowledge of vocabulary and grammar to read a novel written in the target language.</p> | | | |
|--|---|--|--|--|

| Unit 3 Overview | |
|--|--|
| Unit Title: ¿Quieres ir conmigo? Do you want to come with me? | |
| Unit Summary: This unit discusses activities outside of school in more detail. It introduces how to invite someone to do something and to accept or decline the invitation. The cultural perspective continues to be Spain with its popular sport of fútbol. | |
| Suggested Pacing: 22 lessons | |
| Learning Targets | |
| Unit Essential Questions: <ul style="list-style-type: none"> • How can I understand words beyond those that I've memorized? How can I communicate if I don't have the precise vocabulary? • Do we in the United States spend our leisure time similarly or differently from our peers in Spain? How is my life the same or different from my peers in Spain? • How can I accept an invitation in a culturally authentic way and how do I decline an invitation politely? | |
| Unit Enduring Understandings: <ul style="list-style-type: none"> • English and Spanish have many borrowed words such as rodeo, patio and taxi making it easier to communicate. Cognates can help me understand language that may be new to me by using context clues. • I am more the same than different from my peers in other countries. • There are many ways to extend an invitation. Start a conversation with the polite form of the language with new people. Ask if you can use the familiar form. | |
| 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: <ol style="list-style-type: none"> 1. Answer questions in writing showing the ability to accept and decline invitations, describe the sports the students play well and poorly, list the sports the students and their friends play and when. 2. Read <i>BBC Mundo</i> and <i>El País</i> sports and entertainment articles to discuss current events in Spanish. | |
| Interpersonal mode: <ol style="list-style-type: none"> 1. Ask and answer teacher-prepared questions on the unit's topics with a partner. 2. Create questions to invite classmates to go to various places or events. 3. Accept and decline invitations in culturally appropriate ways. | |

Alternative Assessment:

1. Create an invitation to a sporting event, concert or a party including the **who, what, when, where, why** and **how** details in the written piece.
2. Accept invitations using “I’d like to go,” “I want to go,” “I can go,” “I have the desire to go,” with the last being a culturally authentic way to accept an invitation.
3. Decline invitations using “I’d like to go, but I have to...,” “I’m not able to go because...,” “I’m too busy, sick, tired...”

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
|---|---|--|--|-----------|
| Read, listen to, and understand information about activities outside of school | Content: Vocabulary and syntax to describe sports, concerts, parties, dances. Skills: Play games in Spanish to use the language in non-threatening, playful ways. | Play Pictionary, Kahoot, 7-Arriba, líder (a flash card cooperative learning activity), TPR activities, Password (to encourage the use of circumlocution) with new vocabulary leading to a Vocabulary Recognition 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.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. | 5 lessons |
| Talk about activities outside of school Extend, accept, and decline invitations Tell when an event happens Say what they are going to do and when you are going to do it | Content: Vocabulary to talk about sports and social activities. Skills: Ask and respond to questions in Spanish. Invite a friend to a party, concert, sporting event or dance on a specific date and time. Accept or decline invitations. | Ask and answer questions through the use of teacher-made question cards. Create mini-skits with student-produced questions and answers. Vocabulary Production 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.IL.A.3 Compare and contrast the use of verbal and nonverbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 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. | 5 lessons |
| Learn to use <i>ir</i> + a + infinitive and the verb <i>jugar</i> to say where they and going and what they are going to do there | Content: Vocabulary and structure to use the simple future to say what one is going to do and when. Skills: Ask and respond to questions in Spanish. Invite a friend to a party, concert, sporting event or dance on a specific date and time. Accept or decline invitations. | Structure of the Language Quiz on the verb "to go" and the questions including where, to where, with whom and when. Create an invitation to a concert, party, sporting event, or a dance. | 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.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. 7.1.NH.C.3 Describe in writing people and things from the home and school environment. | 5 lessons |
| Listen to, read about, discuss and write about things to do in the community and where to go to do these leisure activities. | Content: Vocabulary and syntax to identify and discuss common sports and leisure activities. Invite, accept and decline invitations. Read about famous athletes from the target cultures. Read the second chapter of <i>Un príncipe para Tess</i> . | Chapter test on all four modes of communication: listening, speaking, reading and writing. | 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in | 5 lessons |

| | | | | |
|---|---|--|--|-----------|
| | <p>Skills: Use the vocabulary and grammar structures to read in the target language and to create meaningful conversation.</p> | | <p>age-appropriate classroom and cultural activities.</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.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>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> | |
| Read a chapter from a novel in Spanish. | <p>Content: Read the second chapter of <i>Un príncipe para Tess</i>. Discuss the chapter, making predictions, classify the vocabulary, extend the vocabulary to one's own life and circumstances.</p> <p>Skills: 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>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> | 2 lessons |

Unit 4 Overview

Unit Title: Una fiesta de cumpleaños - A Birthday Party

Unit Summary:

This unit describes families, celebrations and parties. It reinforces the use of numbers as students say their age and the age of family members. The unit reinforces the use of possession and introduces possessive pronouns. The cultural perspective is on family and celebrations.

Suggested Pacing: 22 lessons

Learning Targets

Unit Essential Questions:

- How do Spanish-speaking families celebrate birthdays and special occasions?
- How is family involved in celebrations?
- How is my life the same or different from my Latino(a) peers?

Unit Enduring Understandings:

- There are congruous celebrations in the Spanish/Latino cultures and the U.S. culture such as the quinceañera and the sweet sixteen.
- The love and support of family is important in Spanish/Latino cultures.
- My family and I are more the same than different from my peers in other countries.

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. Answer questions in writing showing the ability to describe oneself and family members in terms of age, characteristics, personality, profession, and interests.
2. Read *BBC Mundo* and *¿Qué Tal?* articles to discuss celebrations in Spanish.

Interpersonal mode:

1. Ask and answer teacher-prepared questions on the unit's topics with a partner.
2. Create questions to ask classmates about their families.
3. Describe self and family members.

Presentational mode:

1. Create a digital family album or family tree to describe oneself and family members.
2. Describe age, characteristics, personalities, professions and interests about oneself and family members.
3. Describe classmates' family members after learning about them through presentations and discussions.

| |
|--|
| |
|--|

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
|---|--|---|--|---------------|
| Read, listen to, and understand information about family, relationships, parties and celebrations | <p>Content: Vocabulary and syntax to describe familial relationships and birthday party objects</p> <p>Skills: Play games in Spanish to use the language in non-threatening, playful ways.</p> | Play Pictionary, Kahoot, 7-Arriba, líder (a flash card cooperative learning activity), TPR activities, Password (to encourage the use of circumlocution) with new vocabulary leading to a Vocabulary Recognition Quiz. | <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> | 5 lessons |
| <p>Communicate about families and parties</p> <p>Ask and tell what people have</p> <p>Ask and tell people's ages</p> | <p>Content: Vocabulary to talk about family, the relationship among members of a family, and objects at a party</p> <p>Skills: Ask and respond to questions in Spanish.</p> <p>Describe who does what to prepare for a party and the family roles at a party.</p> | <p>Ask and answer questions through the use of teacher-made question cards.</p> <p>Create mini-skits with student-produced questions and answers.</p> <p>Vocabulary Production quiz.</p> | <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</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.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> | 5 lessons |
| <p>Tell to whom something belongs</p> <p>Learn to use the verb tener and possessive adjectives</p> <p>Describe pictures of one's family</p> | <p>Content: Uses of the verb tener including to say how old someone is, to express "I have to do something," possession with family to express "I have three sisters."</p> <p>The two ways to form possession in Spanish: the use of "de" and/or the use of possessive adjectives.</p> <p>Skills: Ask and respond to questions in Spanish.</p> <p>Describe how old members of the family are, tell what student has to do today or to prepare for a party.</p> <p>Describe oneself and family in terms of age, characteristics, personality, likes and dislikes, interests, favorites, and profession.</p> | <p>Verb and Structure of the Language Quiz on the verb "to go" and the questions including where, to where, with whom and when.</p> <p>Create a poster or a slide presentation of a family tree/family album describing at least 10 members of the family and oneself.</p> <p>Compose a description of five of the families of your classmates.</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.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.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.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.NH.C.3 Describe in writing people and things from the home and school environment.</p> | 5 lessons |

| | | | | |
|---|---|---|--|-----------|
| | <p>Generate information about classmates' families.</p> <p>Analyze and find errors in classmates' presentations.</p> | | | |
| <p>Read about a miniteca</p> <p>Learn to make papel picado</p> <p>Watch ¿Eres tú María?, Episodio 1</p> | <p>Content: An invitation to a culturally authentic party</p> <p>A decoration that is common in Mexico and the Southwest of the U.S.</p> <p>A telenovela that loosely coincides with the vocabulary and structures of the Unit</p> <p>Skills: Use the vocabulary and grammar structures to read in the target language, to create an authentic decoration and to engage in meaningful conversation.</p> | <p>Chapter test on all four modes of communication: listening, speaking, reading and writing.</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.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.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 databases to find information to solve a real world problem.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> | 5 lessons |
| <p>Read a chapter from a novel in Spanish.</p> | <p>Content: Read the third chapter of <i>Un príncipe para Tess: ¿Dónde está Lisa?</i> Discuss the chapter, making predictions, classify the vocabulary, extend the vocabulary to one's own life and circumstances.</p> <p>Skills: 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> | 2 lessons |

Unit 5 Overview

Unit Title: ¡Vamos a un restaurante! - Let's Go to a Restaurant!

Unit Summary:

This unit continues to describe families, celebrations and parties. It describes family members and friends. The students learn how to order and ask politely to have something brought to them in a restaurant. The cultural perspective is on family and celebrations.

Suggested Pacing: 27 lessons

Learning Targets

Unit Essential Questions:

- How is family involved in celebrations?
- How can I make myself understood and respected in a restaurant when speaking in Spanish?
- How can I keep the conversation going in Spanish?

Unit Enduring Understandings:

- My family and I are more the same than different from my peers in other countries. The love and support of family is important in Spanish/Latino cultures.
- Better to err on the side of being too polite when in a restaurant or approaching new people in the Spanish/Latina culture.
- People will likely understand and cooperate if I tell them I want to use and practice my Spanish.

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. Answer questions in writing showing the ability to describe one's favorite restaurant including the atmosphere, the food, the service, the waiters/waitresses, and the prices.
2. Read cookbooks, ¿Qué Tal? articles to discuss various Spanish foods.
3. Compare and contrast common gestures and nonverbal signals to attract the attention of the wait staff in various Spanish-speaking countries.

Interpersonal mode:

1. Ask and answer teacher-prepared questions on the unit's topics with a partner.
2. Create questions to ask classmates about their favorite restaurants and foods.
3. Give and receive a variety of directions in the setting of a restaurant.

Alternative Assessment:

1. Create and present a restaurant review or critique about a favorite restaurant using digital tools to persuade the audience to go to this restaurant.
2. Create a skit about what one would eat and drink in a variety of situations and seasons.
3. Role-play a waiter and a client in a restaurant scene to welcome the client to the restaurant, to order food and beverages, to serve the client, to request something that is missing, and to request the bill.

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
|--|--|--|---|------------|
| Read, listen to, and understand information about descriptions of family members, restaurant vocabulary and table settings | <p>Content: Vocabulary and syntax to describe physical characteristics of people and objects and foods in a restaurant</p> <p>Skills: Play games in Spanish to use the language in non-threatening, playful ways.</p> | Play Pictionary, Guess Who, Kahoot, 7-Arriba, líder (a flash card cooperative learning activity), TPR activities, Password (to encourage the use of circumlocution) with new vocabulary leading to a Vocabulary Recognition Quiz. | <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> | 5 lessons |
| Describe people and foods Order a meal in a restaurant | <p>Content: Vocabulary to describe people's physical characteristics using the verb to be (ser)</p> <p>Vocabulary to describe items in a restaurant. "Tener" idiomatic expressions such as "tengo hambre," "tengo calor," "tengo frío" to express what one would order in a restaurant in different situations and seasons.</p> <p>Skills: Ask and respond to questions in a restaurant in Spanish. Describe people using physical characteristics.</p> | <p>Ask and answer questions through the use of teacher-made question cards.</p> <p>Create mini-skits with student-produced questions and answers.</p> <p>Play Guess Who to identify people using descriptions in Spanish.</p> <p>Vocabulary Production 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.IL.A.3 Compare and contrast the use of verbal and nonverbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</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> | 5 lessons |
| <p>Learn to use the verb <i>venir</i> (to come)</p> <p>Learn to use the verb <i>traer</i> (to bring)</p> <p>Know some uses of the verbs <i>ser</i> and <i>estar</i></p> <p>Learn to use the verb <i>faltar</i> to express that something is missing</p> <p>Write a review of a restaurant.</p> | <p>Content: The use and conjugation of the verb <i>venir</i> - "to come" - to tell who is coming to a party.</p> <p>The use and conjugation of the verb <i>traer</i> - "to bring" - to tell what various people are bringing to the party.</p> <p>The use and conjugation of the verb <i>pedir</i> - "to order" - to ask and answer questions about ordering food at a restaurant.</p> | <p>Structure of the Language Quiz on the verb <i>venir</i> and time (when are people coming and when is something happening.)</p> <p>Verb Quiz incorporating both verbs "to be," <i>ser</i> and <i>estar</i>, challenging students to choose the correct verb and to use it in the correct form.</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.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.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> | 10 lessons |

| | | | | |
|---|--|---|--|-----------|
| | <p>Tell at what time something is happening.</p> <p>Skills: Ask and respond to questions in Spanish.</p> <p>Transfer and use the language in authentic settings.</p> | <p>Create a restaurant review on a favorite restaurant. Persuade others to try the restaurant. This critique may be digital or “hard copy” in format.</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.NH.C.3 Describe in writing people and things from the home and school environment.</p> | |
| <p>Read a letter about a visit to Santa Fe, New Mexico</p> <p>Learn about <i>la sobremesa</i></p> <p>Watch <i>¿Eres tú María?, Episodio 2</i></p> | <p>Content: A letter about a museum in Santa Fe, Rancho de las Golondrinas.</p> <p>Cultural traditions about mealtime in Spanish cultures</p> <p>A telenovela that loosely coincides with the vocabulary and structures of the Unit</p> <p>Skills: Use the vocabulary and grammar structures to read in the target language, to compare and contrast local culture to <i>Cultura Hispana</i> and to engage in meaningful conversation.</p> | <p>Chapter test on all four modes of communication: listening, speaking, reading and writing.</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.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.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 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>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> | 5 lessons |
| <p>Read the fourth chapter of <i>Un príncipe para Tess</i>.</p> | <p>Content: Chapter four of <i>Un príncipe para Tess: Co-quí, co-quí</i></p> <p>Discuss the chapter, making predictions, classify the vocabulary, extend the vocabulary to one’s own life and circumstances.</p> <p>Skills: 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> | 2 lessons |

Unit 6 Overview

Unit Title: En mi dormitorio - In My Bedroom

Unit Summary:

This unit focuses on the bedroom. It describes bedroom items and electronic equipment while it encourages the student to make comparisons between items to describe what is more important, bigger, and prettier. The cultural perspective is on homes in the target culture and how they are the same and different from the homes that the students are familiar with.

Suggested Pacing: 27 lessons

Learning Targets

Unit Essential Questions:

- How is the home used and perceived in the Spanish cultures?
- How is my bedroom the same or different from my Latino(a) peers?

Unit Enduring Understandings:

- The home is a gathering place for family and close friends.
- The items in the bedroom are similar. The availability of technology and electronics varies according to the culture and proximity to a major city.

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. Answer questions in writing showing the ability to describe the items in one's bedroom, including color, size and other attributes.
2. Make comparisons between items in one's own bedroom and between one's own room and that of a friend or a sibling.
3. Describe what is best or worst about one's own room.
4. Read an advice column article about a teenager complaining about her sister and the response to read and understand comparisons and superlatives in context.
5. Use circumlocution to describe something without using the word itself.

Interpersonal mode:

1. Ask and answer teacher-prepared questions on the unit's topics with a partner.
2. Create questions to ask classmates about their own bedrooms and to describe if they have their own rooms or share a room.
3. Give and receive a variety of directions in the setting of a restaurant.

Presentational mode:

1. Create and present a description of the student's own bedroom or a dream bedroom.
2. Create a skit about a summer camp with its rules about what the campers can and can't do.

3. Role-play a babysitter with his or her charges to negotiate what the children can and cannot do while the parents are out.

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
|---|---|--|--|------------|
| Read, listen to, and understand information about bedroom items, electronic equipment and colors | <p>Content: Vocabulary and syntax to describe items in a bedroom, electronic equipment and to use colors both as nouns and as adjectives to describe things in a bedroom.</p> <p>Skills: Play games in Spanish to acquire the new vocabulary in non-threatening, playful ways.</p> | Play Pictionary, Guess Who, missing information activities, Kahoot, 7-Arriba, líder (a flash card cooperative learning activity), quia matching games, TPR activities, Password (to encourage the use of circumlocution) with new vocabulary leading to a Vocabulary Recognition Quiz. | <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> | 5 lessons |
| <p>Name items found in a bedroom.</p> <p>Talk about electronic equipment.</p> <p>Use colors to describe things.</p> | <p>Content: Vocabulary to describe students' bedrooms including what they have (<i>tener</i>) and do not have in their rooms.</p> <p>Vocabulary to describe items in the bedroom including the color of things.</p> <p>Skills: Describe one's own bedroom and predict what classmates' rooms might look like.</p> <p>Categorize items in one's own bedroom.</p> | <p>Ask and answer questions through the use of teacher-made question cards.</p> <p>Describe one's own room and guess whose room it is.</p> <p>Create mini-skits with student-produced questions and answers.</p> <p>Play "What color is the flag?" using teacher-made color strips to make a variety of color combinations.</p> <p>Vocabulary Production 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.IL.A.3 Compare and contrast the use of verbal and nonverbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</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> | 5 lessons |
| <p>Use Comparatives and superlatives.</p> <p>Learn to use the verbs <i>poder</i> (to be able to) and <i>dormir</i> (to sleep)</p> | <p>Content: The use and conjugation of the verb <i>dormir</i> - to describe where and for how long one sleeps.</p> <p>The use and conjugation of the verb <i>poder</i> - to describe what the student can and cannot do.</p> <p>Skills: Ask and respond to questions in Spanish.</p> <p>Transfer and use the language in authentic settings.</p> | <p>Structure of the Language Quiz comparisons and the superlative.</p> <p>Verb Quiz on the verbs <i>dormir</i> (to sleep) and <i>poder</i> (to be able to).</p> <p>Create a dream room oral presentation describing an ideal bedroom in words with visuals.</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.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.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.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or roleplays using familiar vocabulary orally or in writing.</p> | 10 lessons |

| | | | | |
|---|--|--|--|-----------|
| | | | 7.1.NH.C.3 Describe in writing people and things from the home and school environment. | |
| <p>Read a letter and response in an advice column</p> <p>Learn about las luminarias</p> <p>Talk about how a person's bedroom reflects his or her personality</p> <p>Watch <i>¿Eres tú, María?</i>, Episodio 3</p> | <p>Content: A letter from a teen from Montevideo, Uruguay to an advice columnist</p> <p>The lanterns that are used in Mexico and the southwest United States</p> <p>A <i>telenovela</i> that coincides with the vocabulary and structures of the Unit</p> <p>Skills: Use the vocabulary and grammar structures to read in the target language, to compare and contrast local culture to <i>Cultura Hispana</i>, to engage in meaningful conversation, and to write in Spanish.</p> | Chapter test on all four modes of communication: listening, speaking, reading and writing. | <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.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.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 databases to find information to solve a real world problem.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> | 5 lessons |
| <p>Read the fifth chapter of <i>Un príncipe para Tess: "Un día increíble"</i></p> | <p>Content: Chapter five of <i>Un príncipe para Tess: "Un día increíble"</i></p> <p>Discuss the chapter, making predictions, classify the vocabulary, extend the vocabulary to one's own life and circumstances.</p> <p>Skills: 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: ¿Cómo es tu Casa? | |
| Unit Summary: This unit expands upon the discussion of the bedroom to include all the rooms of the house. During the course of this unit students will identify rooms in a house, name household chores, tell where they live and understand cultural perspectives on different types of housing. | |
| Suggested Pacing: 22 lessons | |
| Learning Targets | |
| Unit Essential Questions: <ul style="list-style-type: none"> • How is the home used and perceived in the Spanish cultures? • How is my home the same or different from my Latino(a) peers? | |
| Unit Enduring Understandings: <ul style="list-style-type: none"> • The home is a gathering place for family and close friends. • Privacy is valued in Spanish/Latino cultures. | |
| 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: <ol style="list-style-type: none"> 1. Answer questions in writing showing the ability to describe one's home to state whether it is a house or an apartment, how many floors it has and to name the rooms. 2. Describe what is done at home including who does what chores in the home. 3. Read a Cinderella story in Spanish. 4. Compare and contrast common architectural features in homes from various target cultures including Spain, Puerto Rico and Venezuela. | |
| Interpersonal mode: <ol style="list-style-type: none"> 1. Ask and answer teacher-prepared questions on the unit's topics with a partner. 2. Create questions to ask classmates about their homes and their chores. 3. Generate commands to give classmates and perform commands created by others. | |
| Presentational mode: <ol style="list-style-type: none"> 1. Create a written sales brochure (hard copy or digital) and present a sales pitch for a house of a <i>Latino famoso</i> (famous Latin man or woman). 2. Create a skit about siblings discussing the chores they have to do, including why they cannot do certain chores and commanding a younger sibling to do it. 3. Role-play two students discussing their chores describing which they like best and least. 4. Create a video saying what the student(s) is(are) doing right now (using the present progressive tense.) | |

| |
|--|
| |
|--|

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
|---|--|---|---|---------------|
| Read, listen to, and understand information about rooms in a house, household chores, how to tell someone to do something | <p>Content: Vocabulary to list and describe rooms in a house</p> <p>Vocabulary and syntax to talk about chores and to express likes, dislikes, what one can do and what one has to do</p> <p>Skills: Play games in Spanish to use the language in non-threatening, playful ways.</p> | Play Pictionary, Guess Who, Kahoot, 7-Arriba, líder (a flash card cooperative learning activity), TPR activities, Password (to encourage the use of circumlocution) with new vocabulary leading to a Vocabulary Recognition Quiz. | <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> | 5 lessons |
| <p>Know the rooms of a house</p> <p>Talk about chores around the house</p> | <p>Content: Vocabulary to tell what floor people live on in an apartment or to tell what floor rooms are on in a house</p> <p>Vocabulary to discuss what there is in a house or apartment - the verb <i>hay</i> - there is/there are</p> <p>Vocabulary to discuss chores</p> <p>Skills: Ask and respond to questions about one's home</p> <p>Describe the home</p> <p>Describe household chores and responsibilities</p> | <p>Ask and answer questions through the use of teacher-made question cards.</p> <p>Create mini-skits with student-produced questions and answers.</p> <p>Vocabulary Production 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.IL.A.3 Compare and contrast the use of verbal and nonverbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</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> | 5 lessons |
| <p>Learn to use affirmative tú commands</p> <p>Learn to use the present progressive tense</p> | <p>Content: The use and formation of -ar, -er and -ir verbs in their affirmative, familiar command forms</p> <p>The use and conjugation of -ar, -er and -ir verbs in the present progressive form to say what someone is doing right now</p> <p>Skills:</p> | <p>Structure of the Language Quiz on commands and the present progressive</p> <p>Verb Quiz 1. forming the present progressive using <i>estar</i> + <i>ando</i> or <i>iendo</i> including the irregular <i>leyendo</i>; 2. forming commands including irregulars (<i>poner</i> y <i>hacer</i>)</p> <p>Create commands on slips of paper. Students select</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.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.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in</p> | 5 lessons |

| | | | | |
|---|---|--|--|-----------|
| | <p>Give and receive commands.</p> <p>Talk about what is happening right now.</p> | <p>commands at random and perform the command.</p> <p>Create a flyer to sell a famous person's house or apartment. This is a written piece and a presentation.</p> | <p>age-appropriate classroom and cultural activities.</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.NH.C.3 Describe in writing people and things from the home and school environment.</p> | |
| <p>Read a Spanish version of <i>Cinderella</i></p> <p>Learn about homes in the Spanish-speaking world</p> <p>Create a flyer to sell a house or apartment</p> <p>Watch ¿Eres tú María?, Episodio 4</p> | <p>Content: <i>Cantaclara</i>, a Spanish <i>Cinderella</i> story</p> <p>Photos and descriptions of homes from Spain, Puerto Rico and Venezuela</p> <p>A telenovela episode that coincides with the vocabulary and structures of the Unit</p> <p>Skills: Use the vocabulary and grammar structures to read in the target language, to compare and contrast local culture to <i>Cultura Hispana</i> and to engage in meaningful conversation.</p> | <p>Chapter test on all four modes of communication: listening, speaking, reading and writing.</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.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.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 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>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> | 5 lessons |
| <p>Read the final chapter of <i>Un príncipe para Tess: Un príncipe para Tess</i>.</p> | <p>Content: Chapter six of <i>Un príncipe para Tess: Un príncipe para Tess</i>.</p> <p>Discuss the chapter, determine if predictions made earlier came to fruition, classify the vocabulary, extend the vocabulary to one's own life and circumstances.</p> <p>Skills: 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> | 2 lessons |

Unit 8 Overview

Unit Title: El mundo hispano -The Hispanic World

Unit Summary:

This unit focuses the 21 Spanish-speaking countries and what makes each culture unique. The students will work in cooperative groups to research the foods, the money system and design, the climate, the music, dance and the famous people of one country.

Suggested Pacing: 10 lessons

Learning Targets

Unit Essential Questions:

- What makes the people of this country proud?
- What would I want to see and do if I visited this country?

Unit Enduring Understandings:

- The 21 Spanish-speaking countries have the Spanish language in common and imbedded in the language we can see that there are cultural similarities among the countries.
- Each country has its own food, music, dance, money system, leader, and history.

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. Research the food, art, music, dance, leader, money, literature, accomplishments of the people of the country.
2. Create symbols that represent these cultural aspects.

Interpersonal mode:

1. Ask and answer teacher-prepared questions on the unit's topics with a partner.
2. Create questions to ask classmates about the country.

Presentational mode:

Create and present a cultural flag that represents that country highlighting the elements of culture: food, art, music, dance, leader, money, literature, famous person or people.

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
|--|--|--|--|------------------|
| <p>Research the food, art, music, dance, leader, money, literature, accomplishments of the people of the country.</p> <p>Create symbols that represent these cultural aspects.</p> | <p>Content: The countries and capitals of the 21 Spanish-speaking countries</p> <p>On-line resources to research information about their cultures</p> <p>Skills: Chant or sing the countries and capitals song.</p> <p>Research information that interests the group about the culture of the country.</p> | <p>Skit or dialogue on what a teen would do and see as a visitor to the country.</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.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>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> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> | <p>5 lessons</p> |
| <p>Ask and answer teacher-prepared questions on the unit's topics with a partner.</p> <p>Create questions to ask classmates about the country.</p> <p>Create and present a cultural flag that represents that country highlighting the elements of culture: food, art, music, dance, leader, money, literature, famous person or people.</p> | <p>Content: The food, art, music, dance, leader, money system, literature and accomplishments of a couple of famous people from the country.</p> <p>Skills: Synthesize the language acquired in 6th and 7th grades to describe what a teen and his or her family would do on vacation in one of the 21 Spanish-speaking countries.</p> | <p>Create and present the flag - a graphic art representation of the culture with links to music, activities, events from the country.</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> | <p>5 lessons</p> |