

# **Madison Public Schools**

## **Grade 8 Spanish**

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## Course Overview

### Description

Grade 8 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 8 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 8 Spanish relate to the students' lives as they discuss shopping, worldly experiences, including vacations and volunteerism, and how technology can facilitate communication.

### 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) which were first adopted by the State Board of Education in 1996. This Grade 8 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 Cuaderno (student workbook), [Interactive Map of Central and South America](#) (or Rock the Countries - [South America](#) and Rock the Countries - [Central America](#)), Teacher-made question cards, [Conjuguemos](#) to review regular and irregular 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 1: These are a few of our favorite things: Celebrations, leisure activities, our families and our home.**

### Unit Summary:

This unit spirals back to the 7th grade curriculum to reinforce the language and structures of asking and answering questions about favorite sports and pastimes. Students communicate using memorized words and phrases to talk about familiar topics related to school, home and the community.

Suggested Pacing: 15 lessons

## Learning Targets

Unit Essential Questions:

- 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:

- 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.
- I can use circumlocution, look up words in a paper dictionary or <http://www.wordreference.com/es/translation.asp>.
- 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:**

1. Answer questions in writing showing the ability to use community words, order in a restaurant setting, accept or decline an invitation, and to describe your own and family members' responsibilities for household chores.
2. Create a family coat of armor describing members and their responsibilities, favorite activities, celebrations such as birthdays, and roles in the family unit.
3. Form partners using countries and capitals of the 21 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 families, leisure-time preferences and household chores.

**Presentational mode:**

1. Create a dialogue about what you are going to do this Friday.

2. Accept or decline an invitation.
3. Describe people in your family.
4. Describe the chores you do and which are the best and the worst.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Recite and sing the 21 Spanish-speaking countries and capitals.</p> <p>Research and relate to classmates the 5 most popular girls' names and 5 most popular boys' names in a Spanish-speaking country.</p>	<p><b>Content:</b> Rock the capitals of South America and Rock the capitals of North America; the capital of Spain and Equatorial Guinea.</p> <p>The most popular names in various countries to show that there are similarities and differences among the countries.</p> <p><b>Skills:</b> Internet research in the target language to receive results in Spanish.</p>	<p>Teacher-created quiz on the geography of Spain, Central and South America.</p> <p>Find one's own name in the list of names researched to 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><b>NJCCCS - World Languages</b></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>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	5 lessons
<p>Talk about what you like don't like to do.</p> <p>Describe yourself and other people.</p> <p>Talk about the classes you have.</p> <p>Describe your classroom.</p> <p>Ask and tell who is doing an action.</p> <p>Talk about foods and beverages for breakfast, lunch and dinner.</p> <p>Discuss food, health and exercise.</p> <p>Talk about locations in your community.</p> <p>Talk about leisure activities.</p> <p>Tell where you go.</p> <p>Ask questions.</p>	<p><b>Content:</b> Celebrations, leisure activities, our families, our home. Review of Countries and Capitals.</p> <p><b>Skills:</b> Identify Countries and Capitals.</p> <p>Celebrations: Invite, accept and decline an invitation.</p> <p>Leisure activities: Discuss what we are going to do next weekend.</p> <p>Families: Discuss the roles and responsibilities of people in our families.</p> <p>Home: Describe our homes and give commands to family members using affirmative "tú" commands.</p>	<p>Create a dialogue of choice:</p> <ol style="list-style-type: none"> <li>1. Accept or decline an invitation to a quinceañera.</li> <li>2. Discuss with a partner (role play that you are siblings) household chores that you have. Give at least 2 commands in the dialogue.</li> <li>3. Discuss with a partner or partners at least three activities you are going to do this weekend.</li> </ol>	<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.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities.</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>	10 lessons

			9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	
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Unit 2 Overview
<b>Unit 2: ¿Cuánto cuesta el perrito en la ventana? How much is the doggy in the window?</b>
<b>Unit Summary:</b> Read, listen to, and understand information about shopping for clothes and gifts. Students will express plans, desires and preferences using the three modes of communication.
Suggested Pacing: 25 lessons
Learning Targets
Unit Essential Questions: <ul style="list-style-type: none"> <li>• Do people in Spanish speaking countries (i.e. Mexico) shop in similar stores to us?</li> <li>• What connections can I make with Mexican and Spanish culture?</li> <li>• Do all Spanish-speaking countries have similar customs for gift-giving?</li> <li>• How do I make myself understood in a shop where the shop owner speaks Spanish?</li> </ul>
Unit Enduring Understandings: <ul style="list-style-type: none"> <li>• People will be patient with me if I'm polite and try my best to speak Spanish.</li> <li>• It is important to be able to attempt to communicate when traveling and shopping in various Spanish-speaking countries.</li> <li>• People will appreciate my effort.</li> <li>• I am able to communicate my preferences and my needs while traveling.</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, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.
<b>Summative Assessment:</b>
<b>Interpretive Mode:</b> <ol style="list-style-type: none"> <li>1. Answer questions in the past regarding what you bought and where you bought it, or where you looked for the item and what you paid for it.</li> <li>2. Use indirect object pronouns "it" and "them."</li> <li>3. Demonstrate understanding of cultural perspectives on gift giving.</li> </ol>
<b>Interpersonal mode:</b> <ol style="list-style-type: none"> <li>1. Ask and answer teacher-prepared questions on the unit's topics with a partner.</li> <li>2. Create questions to ask classmates about where they shopped, what they paid, what they shopped for and what they bought.</li> <li>3. Exchange information with pen-pals to discuss what they looked for, what they bought and what they paid.</li> </ol>
<b>Alternative Assessment:</b> <ol style="list-style-type: none"> <li>1. Create a dialogue with a group or partner to discuss gifts they bought for a family member so there is no duplication.</li> </ol>

2. Describe what they bought for a party or event.
3. Describe what they bought, looked for and what they paid for the items.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Read, listen to and understand information about shopping for clothes, making plans and desires and preferences.	<p><b>Content:</b> Vocabulary necessary to discuss clothing, shopping for clothes, preferences, and costs</p> <p><b>Skills:</b> Ask and respond to questions such as “What are you thinking about wearing?”</p> <p>Talk about shopping for clothes</p> <p>Discuss how clothes fit and how much they cost.</p>	<p>Create a dialogue of choice:</p> <p>A. Client and shopkeeper discuss clothing that fits and that is appropriate to wear to a party.</p> <p>B. A mother and son/daughter argue about the outfit for a party.</p> <p>Vocabulary recognition quiz.</p>	<p>NJCCCS - World Languages</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.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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	5 lessons
Talk about shopping for clothes, discuss how clothes fit and how much they cost.	<p><b>Content:</b> Vocabulary and syntax necessary to describe shopping experiences and preferences</p> <p><b>Skills:</b> Ask and tell what you or others plan to do.</p> <p>Ask and tell what you or others want and prefer.</p> <p>Point things out using demonstrative adjectives.</p>	<p>Vocabulary production quiz.</p> <p>Project or Dialogue:</p> <p>Go online to spend 500 euros in El Corte Inglés.</p> <p>Discuss with a friend what you’d buy to start school.</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.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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	5 lessons
<p>Ask and tell what you or others plan to do.</p> <p>Ask and tell what you or others want or prefer.</p> <p>Point things out using demonstrative adjectives.</p>	<p><b>Content:</b></p> <p>1. The stem-changing verbs <i>pensar</i>, <i>querer</i> and <i>preferir</i> to facilitate discussion and writing about what we’re thinking about wearing, what we want to wear and what we prefer to wear.</p> <p>2. Review question words “¿Con quién?”, “¿Adónde?” and “¿Qué?”</p>	<p>Structure of the Language Quiz on the use of the demonstrative adjectives.</p> <p>Verb Quiz on the verbs “to think,” “to want,” and “to prefer;”</p> <p>DOL sentences in google forms to find common errors in writing.</p> <p>Ask and answer questions orally and in writing regarding familiar topics such as:</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.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>	5 lessons

	<p>3. Demonstrative adjectives: este, esta, estos, estas, ese, esa, esos and esas.</p> <p>Cultural connection: Fernando Botero How much does this cost in Montevideo?</p> <p>1. Discuss the money systems of the various countries.</p> <p>2. Advance to the numbers up to 1.000.</p> <p>3. Identify the currencies of several Spanish-speaking countries. Realize that the peso of Mexico is different from the peso of Colombia, for example.</p> <p><b>Skills:</b></p> <p>Use the verbs <i>pensar</i>, <i>querer</i>, and <i>preferir</i> in creative and appropriate ways.</p> <p>Read, understand and use the demonstrative adjectives correctly.</p> <p>Use the numbers up to 1.000 to talk about purchases and cost of items.</p>	<p>What clothing do you think you'll wear to class tomorrow?</p> <p>With whom do you prefer to go shopping? Why?</p> <p>Do you want to shop for new clothes?</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>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>Read about traditional clothing of Panamá.</p> <p>Learn what a mola is.</p> <p>Create and perform a skit about buying an article of clothing.</p> <p>Watch <i>¿Eres tú María?</i>, Episodio 5</p>	<p><b>Content:</b> Readings on Panamanian traditional clothing.</p> <p>Vocabulary and grammatical structures necessary to hold a conversation between a client and a shop clerk.</p> <p><b>Skills:</b> Use the vocabulary and grammar structures to read in the target language, to create dialogue, to answer questions in writing and to understand heritage speakers engaged in conversation.</p>	<p>Skit</p> <p>Unit Test: Listening Speaking Reading Writing</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>	10 lessons



Unit 3 Overview
<b>Unit 3: ¡Qué regalo! - What a Gift!</b>
<b>Unit Summary:</b> In this unit the students will speak about gifts they've purchased and given as an introduction to the past tense. They will identify and discuss items they have bought using direct object pronouns ("it" and "them") for the first time.
Suggested Pacing: 27 lessons
Learning Targets
Unit Essential Questions: <ul style="list-style-type: none"> <li>How do I identify the difference between the present and the past when communicating with others?</li> <li>How can I express what I did last weekend, where I went shopping and what I bought?</li> <li>How can I tell what I bought without repeating the same words?</li> </ul>
Unit Enduring Understandings: <ul style="list-style-type: none"> <li>People will be patient with me if I'm polite and try my best to speak in the past tense when appropriate.</li> <li>I will use my knowledge that nouns ending in "<i>ería</i>" indicate stores to help me shop in Spanish-speaking countries.</li> <li>In Spain I'd want to get to the Rastro, the small markets as well as the large department stores to experience all the ways Spaniards shop in a big city.</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> <p><b>Summative Assessment:</b></p> <p><b>Interpretive Mode:</b></p> <ol style="list-style-type: none"> <li>Answer questions in writing showing the ability to talk about clothes, shopping and prices. Express preferences with regard to clothing, shopping, and stores.</li> <li>Demonstrate understanding of the cultural perspectives on shopping and explain the similarities and differences.</li> </ol> <p><b>Interpersonal mode:</b></p> <ol style="list-style-type: none"> <li>Ask and answer teacher-prepared questions on the unit's topics with a partner.</li> <li>Create questions to ask classmates about where they like to shop and what they like to buy for themselves and for others.</li> <li>Form pen-pals with students in other 8th grade Spanish classes and discuss what they like to buy and where.</li> </ol> <p><b>Presentational mode:</b></p> <ol style="list-style-type: none"> <li>Create a dialogue with a group or partner to roleplay a customer and a sales clerk in a clothing store.</li> <li>Describe what they plan to wear to different events including school, dances and parties.</li> </ol>

### 3. Describe what they **want** to buy and **prefer** to wear.

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b> (NJCCCS CPIs, CCSS, NGSS)	<b>Pacing</b>
Read, listen to, and understand information about stores, shopping for gifts and accessories, and things done in the past.	<p><b>Content:</b> Vocabulary and syntax to describe stores, gift items, and accessories.</p> <p><b>Skills:</b> 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 (for circumlocution) with new vocabulary leading to a Vocabulary Recognition Quiz.	<p>NJCCCS - World Languages</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.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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	5 lessons
<p>Talk about stores and where they are located.</p> <p>Ask and tell about shopping and buying</p>	<p><b>Content:</b> Vocabulary to talk about the stores, gifts, and accessories.</p> <p><b>Skills:</b> Ask and respond to questions in the past.  Discuss where one can buy certain items.</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.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	5 lessons
<p>Talk about the past.</p> <p>Learn to use the preterite of -ar verbs and verbs that end in -car and -gar.</p> <p>Use the direct object pronouns: <i>lo, la, los</i> and <i>las</i></p>	<p><b>Content:</b> Vocabulary and syntax to describe stores in the community and what they sell.</p> <p>Read about key places in target language cultures: markets in Spain, el Rastro in Madrid, and department stores.</p> <p><b>Skills:</b> Use the vocabulary and grammar structures to read in the target language and to create meaningful conversation.</p>	<p>DOL sentences in google forms to find common errors in writing.</p> <p>Ask and answer questions orally and in writing regarding familiar topics such as:</p> <p>What gift do you plan to buy for your best friend's birthday?</p> <p>Where are you going to shop to look for a gift?</p> <p>How much did you pay for certain gifts?</p> <p>Structure of the Language Quiz</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.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.B.5 Exchange information using words, phrases, and short sentences</p>	10 lessons

		Verb Quiz	practiced in class on familiar topics or on topics studied in other content areas.	
<p>Read about shopping in four hispanic neighborhoods in the United States.</p> <p>Learn about differences between consumers in Chile and the United States.</p> <p>Write a letter describing a gift that you bought. Watch ¿Eres tú María?, <i>Episodio 6</i></p>	<p><b>Content:</b> Readings on markets in various Spanish neighborhoods.</p> <p>Reading on why Chileans go to the mall to provide a compare and contrast discussion.</p> <p>Vocabulary and grammatical structures necessary to write a letter related to buying a gift.</p> <p><b>Skills:</b> Use the vocabulary and grammar structures to read in the target language, to write a letter, to answer questions in writing and to understand heritage speakers engaged in conversation.</p>	<p>Written presentation</p> <p>Unit Test: Listening Speaking Reading Writing</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> <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 two chapters from a short novel in Spanish.</p>	<p><b>Content:</b> The first two chapters of <i>El Sueño de Diana: ¿Qué ves?</i> and <i>Una semana antes</i></p> <p><b>Skills:</b> Extend the knowledge of vocabulary and grammar to read a novel written in the target language.</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 4 Overview

### Unit 4: De vacaciones - Going on Vacation

**Unit Summary:** In this unit the students will talk about things to do on vacation, describe places to visit while on vacation, talk about events in the past and understand cultural perspectives on travel and vacations.

Suggested Pacing: 27 lessons

## Learning Targets

Unit Essential Questions:

- How can I use the Spanish language to enhance my travels?
- What connections can I make with the 21 Spanish speaking cultures?
- Do our 21 Spanish-speaking countries all have similar customs for travel?
- How can my knowledge and use of Spanish enhance my life in terms of travel, work, and volunteer experiences?

Unit Enduring Understandings:

- I can have basic conversations with the locals.
- It is important to be able to communicate in the native language of a country to appreciate its culture.
- People will appreciate my effort and respond positively.
- We will be good representatives of our culture and country as we travel abroad.

## 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 talk about vacation spots, activities, tourist attractions.
2. Express what you did, where you went and what you learned on vacation.
3. Demonstrate understanding of the cultural perspectives on travel.

**Interpersonal mode:**

1. Ask and answer teacher-prepared questions on the unit's topics with a partner: See activities and resource page.
2. Create questions to ask classmates about where they went on vacation, what did they do and what did they learn.

**Alternative Assessment:**

1. Create a dialogue with a group or partner to roleplay a trip that you took last summer.

2. Describe the type of vacation they prefer. For example, did they enjoy a trip to the city, countryside or theme park.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Read, listen to and understand information about travel and vacations and past events.	<p><b>Content:</b> Vocabulary and syntax to describe activities to do in a city or countryside.</p> <p><b>Skills:</b> 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 (for circumlocution) with new vocabulary leading to a Vocabulary Recognition Quiz.	<p>NJCCCS - World Languages</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.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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	5 lessons
<p>Talk about vacations and trips.</p> <p>Talk about places to visit and how to get there.</p>	<p><b>Content:</b> Vocabulary to talk about the stores, gifts, and accessories.</p> <p><b>Skills:</b> Ask and respond to questions in the past.</p> <p>Discuss where one can buy certain items.</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.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	5 lessons
<p>Learn the preterit tense of -er and -ir verbs and the preterite of <i>ir</i>.</p> <p>Learn to use the personal <i>a</i></p>	<p><b>Content:</b> Vocabulary and syntax to describe places you go on vacation and how you get there.</p> <p>Read and view video clips about key places in target language cultures: view a video about Costa Rica, read an album about a trip to Perú.</p> <p><b>Skills:</b> Use the vocabulary and grammar structures to read in the target language and to create meaningful conversation about your</p>	<p>Structure of the Language Quiz</p> <p>The proper use of the personal <i>a</i></p> <p>Verb Quiz on the verbs <i>ir</i> (to go) and all regular -er and -ir verbs in the preterit such as <i>salir</i>, <i>aprender</i> y <i>comer</i>.</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.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>	10 lessons

	travel experiences and dream vacations.		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>Read journal entries about a trip to Perú.</p> <p>Describe a trip you have taken.</p> <p>Watch ¿Eres tú María?, <i>Episodio 7</i></p>	<p><b>Content:</b> An album about a trip to Perú.</p> <p>Pull from Unit vocabulary and grammar to create a written piece.</p> <p><b>Skills:</b> Use the vocabulary and grammar structures to read in the target language and to create meaningful conversation about your travel experiences and dream vacations.</p>	<p>Written piece to be presented about a trip the student took</p> <p>Unit Test: Listening Speaking Reading Writing</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>NJCCCS - World Languages 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> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	5 lessons
<p>Read two chapters from a short novel in Spanish.</p>	<p><b>Content:</b> The third and fourth chapters of <i>El Sueño de Diana: 22 de junio: suspiro limeño</i> and <i>23 de junio: el secreto del ceviche</i></p> <p><b>Skills:</b> Extend the knowledge of vocabulary and grammar to</p>	<p>Answer reading comprehension questions about the book.</p> <p>Discuss the book in small groups.</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

	read a novel written in the target language.			
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## Unit 5 Overview

### Unit 5: Ayudando en la comunidad - Helping in the Community

**Unit Summary:** In this unit the students will talk about volunteer work and ways to protect the environment, talk about what people did to help others and understand cultural perspectives of volunteer work.

Suggested Pacing: 27 lessons

## Learning Targets

Unit Essential Questions:

- How can I use the Spanish language to become involved in community service in Madison and beyond?
- Do our 21 Spanish-speaking countries all have similar customs for recycling?
- How can my knowledge and use of Spanish enhance my life in terms of travel, ecotourism and volunteer experiences?

Unit Enduring Understandings:

- Spanish speakers are a rapidly growing part of our population in the United States and it could be satisfying to use my Spanish to help in my community.
- Many of the Spanish countries are advanced in their work in protecting the environment.
- There are various tours in Central and South America that incorporate ecotourism, adventure and opportunities to volunteer in the community.

## 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: Interpretive Mode:**

1. Answer questions in writing showing the ability to talk about volunteer work in the various places in the community that offer opportunities for teenagers to participate.
2. Express what you did to help in your community and what you gave or donated.
3. Demonstrate understanding of the cultural perspectives of recycling and volunteerism.

**Interpersonal mode:**

1. Ask and answer teacher-prepared questions on the unit's topics with a partner: See activities and resource page.
2. Create questions to ask classmates about how they volunteered in the community and what they recycled and where.

**Alternative Assessment:**

1. Create a poster with a group or partner describing ways the students volunteered in the community.

2. Seek out a contact in Costa Rica to develop a Skype relationship to discuss their environmental activism.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Read, listen to and understand information about volunteer work, community service tasks and what people did to help others.</p> <p>View a Videohistoria about recycling in Costa Rica.</p>	<p><b>Content:</b> Vocabulary and syntax to describe volunteerism and recycling.</p> <p>A 5-minute video with the new vocabulary in context.</p> <p><b>Skills:</b> Play games in Spanish to use the language in non-threatening, playful ways.</p>	<p>Play Pictionary, Kahoot, 7-Arriba, líder (a flash card cooperative learning activity), TPR activities, Password (for circumlocution) with new vocabulary leading to a Vocabulary Recognition Quiz.</p>	<p>NJCCCS - World Languages</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.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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	5 lessons
<p>Talk about helping your community.</p> <p>Ask and tell about recycling.</p> <p>Ask and tell about volunteering.</p>	<p><b>Content:</b> Vocabulary to talk about the items items we recycle and where.</p> <p>Places in the community that offer volunteer work.</p> <p><b>Skills:</b> Ask and respond to questions in the past and the present.</p> <p>Differentiate between dialogue and questions in the present and the past and respond appropriately.</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.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	5 lessons
<p>Learn the present tense of <i>decir</i> and the preterit tense of <i>hacer</i> and <i>dar</i>.</p> <p>Learn to use indirect object pronouns: <i>me, te, le, nos, os, les</i></p>	<p><b>Content:</b> Vocabulary and syntax to describe places you volunteer in your community.</p> <p>Verbs in the present tense and the past tense combined.</p> <p>Indirect object pronouns to tell for whom the volunteerism is done.</p> <p><b>Skills:</b> Use the vocabulary and grammar structures to read in the target language and to create meaningful conversation about your volunteer experiences.</p>	<p>Structure of the Language Quiz</p> <p>The proper use of the indirect object pronouns</p> <p>Verb Quiz on the verbs <i>hacer</i> and <i>dar</i> in the preterite tense and <i>decir</i> in the present.</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.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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	10 lessons

<p>Read about an international volunteer organization.</p> <p>Learn about volunteer work in Spanish-speaking countries.</p> <p>Create a poster announcing a community service project.</p> <p>Watch ¿Eres tú María?, <i>Episodio 8</i></p>	<p><b>Content:</b> An essay on Habitat for Humanity.</p> <p>Pull from Unit vocabulary and grammar to create a written piece.</p> <p><b>Skills:</b> Use the vocabulary and grammar structures to create a collaborative poster.</p>	<p>A poster that includes what they have to do to help, where they can go, how many hours they can work, and who can participate.</p> <p>Unit Test: Listening Speaking Reading Writing</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> <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>Read two chapters from a short novel in Spanish.</p>	<p><b>Content:</b> Two chapters of <i>El Sueño de Diana: 24 de junio: Inti Raymi and El Sueno de Diana</i></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>	<p>2 lessons</p>



## Unit 6 Overview

### Unit 6: El cine y la televisión - Movies and Television

**Unit Summary:** In this unit the students will describe movies and television programs, express opinions about entertainment, discuss things they've done recently and understand cultural perspectives on entertainment.

Suggested Pacing: 27 lessons

## Learning Targets

Unit Essential Questions:

- How can I use the Spanish language to talk with my friends about movies and programs and to describe what I like and dislike?
- Do my peers in the target cultures spend time watching similar shows and movies?
- What are some of the common themes that occur in Spanish film and TV?

Unit Enduring Understandings:

- I have enough Spanish knowledge to discuss various programs and films with my friends and family.
- Many of the Spanish countries have similar programs such as game shows, soap operas, talk shows, etc.
- There are many Spanish speaking directors who have experienced success in film and TV.

## 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 talk about TV and film.
2. Express your preferences with regard to movies and programs.
3. Demonstrate understanding of the cultural perspectives of entertainment.

**Interpersonal mode:**

1. Ask and answer teacher-prepared questions on the unit's topics with a partner: See activities and resource page.
2. Create questions to ask classmates about favorite programs and film and be able to describe why.

**Presentational mode:**

1. Create a poster with a favorite TV show or movie to describe the genre, the actors, the length, the target audience, and the time.
2. Create a telenovela, game show, news program, or an interview show to present to the class.



<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b> (NJCCCS CPIs, CCSS, NGSS)	<b>Pacing</b>
<p>Read, listen to and understand information about movies and television programs.</p> <p>Give opinions on media entertainment.</p> <p>Videohistoria: Que dan en la tele?</p>	<p><b>Content:</b> Vocabulary and syntax to describe entertainment.</p> <p>A 5-minute video with the new vocabulary in context.</p> <p><b>Skills:</b> Play games in Spanish to use the language in non-threatening, playful ways.</p>	<p>Play Pictionary, Kahoot, 7-Arriba, líder (a flash card cooperative learning activity), TPR activities, Password (for circumlocution) with new vocabulary leading to a Vocabulary Recognition Quiz.</p>	<p>NJCCCS - World Languages 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.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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	5 lessons
<p>Talk about different kinds of movies and television programs.</p> <p>Express opinions and preferences about entertainment.</p>	<p><b>Content:</b> Vocabulary to talk about the students' favorite shows and movies.</p> <p>Vocabulary to describe the types of shows and movies.</p> <p><b>Skills:</b> Ask and respond to questions about something that just happened.</p> <p>Use verbs that are similar in structure to gustar: doler, aburrir, faltar, interesar, encantar, quedar.</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.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	5 lessons
<p>Use acabar de + infinitive to talk about things you have just done.</p> <p>Tell why you don't do something.</p> <p>Learn to use gustar and similar verbs.</p>	<p><b>Content:</b> Vocabulary and syntax to describe when you want to say that something just happened</p> <p>Reflexive verbs such as gustar: doler, aburrir, faltar, interesar, encantar, quedar</p> <p>Indirect object pronoun review in a new context</p> <p><b>Skills:</b> Use the vocabulary and grammar structures to read in the target language and to create meaningful conversation about your entertainment choices.</p>	<p>Structure of the Language Quiz The proper use of the indirect object pronouns</p> <p>Verb Quiz on the verbs <i>similar to gustar</i>.</p> <p><i>Use of acabar de</i>.</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.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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	10 lessons
<p>Read about TV watching habits of young people.</p>	<p><b>Content:</b> Una semana sin televisión</p>	<p>A poster that includes a favorite program or movie, who the actors are,</p>	<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using</p>	5 lessons

<p>Present a summary of a movie or TV show.</p> <p>Watch ¿Eres tú María?, <i>Episodio 9</i></p>	<p>Pull from Unit vocabulary and grammar to create a written piece.</p> <p><b>Skills:</b> Use the vocabulary and grammar structures to create a collaborative poster.</p>	<p>what it is like, how long does it last, who is it for, and what are the group's impressions.</p> <p>Unit Test: Listening Speaking Reading Writing</p>	<p>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>	
<p>Read final two chapters from a short novel in Spanish.</p>	<p><b>Content:</b> Final two chapters of <i>El Sueño de Diana: 25 de junio: Sabor Peruano and Machu Picchu</i></p> <p><b>Skills:</b> Extend the knowledge of vocabulary and grammar to read a novel written in the target language.</p>	<p>Answer reading comprehension questions about the book.</p> <p>Discuss the book in small groups.</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>2 lessons</p>

## Unit 7 Overview

### Unit 7: La tecnología - Technology

**Unit Summary:** In this unit the students will discuss computers and the Internet, learn to ask for something and to tell what something is used for, talk about knowing people or knowing how to do things, and understand cultural perspectives on using technology.

Suggested Pacing: 25 lessons

### Learning Targets

Unit Essential Questions:

- How can I use the Spanish language to talk about computers and the Internet?
- What do I know how to do well and how can I use the computer to enhance my life?
- How does our use of the computer compare to the use of our peers in other countries?

Unit Enduring Understandings:

- I can use Spanish to read, listen to, and communicate in writing on the computer.
- I can download music, create Google slide presentations, and communicate with people through Skype, all in the target language.
- Access to computers and the Internet may not be as widespread in the homes in our target language countries, but peers have access in school, cyber cafes and other public locations.

### 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: Interpretive Mode:**

1. Answer questions in writing showing the ability to discuss how computers serve and what they know well on the computer.
2. Express ways to use computers and express opinions about computers in terms of communication.
3. Demonstrate understanding of the cultural perspectives of technology.

**Interpersonal mode:**

1. Ask and answer teacher-prepared questions on the unit's topics with a partner: See activities and resource page.
2. Create questions to ask classmates about technology.

**Alternative Assessment:**

1. Create a letter to persuade your parents to let you use the computer more often.
2. Create a skit between you and an Apple Genius, in which you are discussing the various options to satisfy your technological needs.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Read, listen to and understand information about computers and ways to use computers and how to communicate.</p> <p><i>Videohistoria: ¿Cómo se comunica?</i></p>	<p><b>Content:</b> Vocabulary and syntax to describe technology.</p> <p>A 5-minute video with the new vocabulary in context.</p> <p><b>Skills:</b> Play games in Spanish to use the language in non-threatening, playful ways.</p>	<p>Play Pictionary, Kahoot, 7-Arriba, líder (a flash card cooperative learning activity), TPR activities, Password (for circumlocution) with new vocabulary leading to a Vocabulary Recognition Quiz.</p>	<p>NJCCCS - World Languages</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.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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	5 lessons
<p>Talk about traditional and electronic forms of communication.</p> <p>Talk about how computers are used.</p> <p>Express opinions about computers.</p>	<p><b>Content:</b> Vocabulary: Compare and contrast borrowed words from the English language and authentic Spanish terms for technology.</p> <p>Vocabulary to describe what you can do and like to do with technology. How does it affect your daily life?</p> <p><b>Skills:</b> Ask and respond to questions about how you use a computer and what you know how to do.</p> <p>Recycle the vocabulary <i>servir</i> and <i>pedir</i> from the restaurant unit and extend their use to the theme of technology.</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.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</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.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> <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>Learn <i>e→i</i> stem changing verbs: <i>pedir</i> and <i>servir</i></p> <p>Know when to use <i>saber</i> and <i>conocer</i>.</p> <p>Use the verb “<i>acabar</i>” to say I just...</p> <p>Use reflexive verbs with the indirect object pronouns <i>me, te, le, nos, os, les</i>.</p>	<p><b>Content:</b> Vocabulary and syntax to say that something just happened. Reflexive verbs such as <i>gustar: doler, aburrir, faltar, interesar, encantar, quedar</i></p> <p>Indirect object pronoun review in a new context (with reflexive verbs similar to <i>gustar</i>).</p> <p><b>Skills:</b> Use verbs <i>saber</i> and <i>conocer</i> to describe people, places and things you know.</p> <p>Recycle the vocabulary <i>servir</i> and <i>pedir</i> from the restaurant unit and extend their use to the theme of technology, using the verbs in all present tense forms.</p>	<p>Structure of the Language Quiz The proper use of the indirect object pronouns with the verbs <i>pedir</i> and <i>servir</i>.</p> <p>Review the proper use of the personal “a” especially with the verb <i>conocer</i>.</p> <p>Verb Quiz on the verbs <i>pedir</i> and <i>servir</i>.</p> <p>Use of <i>conocer</i> and <i>saber</i>.</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.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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	10 lessons
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<p>Read about the Internet and its impact on the Spanish language.</p> <p>Learn about cyber-cafes.</p> <p>Write an email message defending your use of the computer.</p> <p>Watch ¿Eres tú María?, <i>Episodio 10</i></p>	<p><b>Content:</b> <i>¿Para qué usas la computadora?</i> How do you use a computer.</p> <p><i>La invasion del ciberspanglish</i> (an article in Spanish about borrowed words to describe new technology)</p> <p>Pull from Unit vocabulary and grammar to create a written piece.</p> <p><b>Skills:</b> Use the vocabulary and grammar structures to create a collaborative poster.</p>	<p>A poster that includes a favorite program or movie, who the actors are, the theme, how long does it last, target audience, and the opinions of the group about the program or film.</p> <p>Unit Test: Listening Speaking Reading Writing</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
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## Unit 8 Overview

### Unit Title: Un cuento para niños -A Storybook for Children

#### Unit Summary:

In this unit students synthesize the language they have acquired throughout their middle school years to write a children's book. The students work with a partner to choose a theme and to create a picture book that will appeal to an elementary school child. In the book they use a variety of tenses including present, present progressive, simple future, and past. They also use vocabulary and grammatical structures in creative ways.

Suggested Pacing: 12 lessons

## Learning Targets

#### Unit Essential Questions:

- What theme will appeal to my audience using our acquired vocabulary?
- How do I create a plot in the target language including conflict and resolution?
- How do we incorporate dialogue, character development, and acquired vocabulary and grammatical structures to create a book while thinking in Spanish?
- How can we incorporate culture and traditions in our book?

#### Unit Enduring Understandings:

- Many of the themes learned during the middle school years lend themselves to universally appealing ideas: Sports, relationships (family, friends, classmates), vacation and travel.
- Personification of animals, foods and other objects is a fun approach.
- We have enough language skills to accomplish this task.
- Culture can include art, food, location, shopping, travel.

## 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. Create a storyboard of ideas including characters, plot, conflict and resolution.
2. Create a scenario infusing culture in the story line or setting.

#### Interpersonal mode:

1. Partner share dialogue and narrative for the story.
2. Create questions to ask classmates about the story.
3. Answer classmates questions about their stories.

#### Presentational mode:

Read the story to a younger audience in the target language.

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b> (NJCCCS CPIs, CCSS, NGSS)	<b>Pacing</b>
<p>Review and reflect on the themes learned so far in Junior School Spanish.</p> <p>Select a comfortable theme for the picture book.</p> <p>Create a word web to organize thoughts, characters, themes, conflict and resolution.</p> <p>Create a storyboard with the dialogue and narration for each page.</p> <p>Write and illustrate a children's story book.</p>	<p><b>Content:</b> The vocabulary, verbs, cultural experiences and themes presented during the past three years</p> <p><b>Skills:</b> Pull from the vocabulary, grammatical structures and themes learned during the past three years.</p>	<p>Student contribution to the writing, illustrating, story development process and creation of the book as evidenced through completing the requirements.</p>	<p>NJCCCS - World Languages 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.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	5 lessons
<p>Ask and answer student-created questions on the picture book.</p>	<p><b>Content:</b> The completed picture books and student-created questions about their books</p> <p><b>Skills:</b> Synthesize the language acquired in 6th, 7th and 8th grades to hold a conversation about student-made books.</p>	<p>Student-prepared questions and spontaneous responses</p>	<p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	5 lessons
<p>Engage elementary students in the book.</p>	<p><b>Content:</b> The completed picture books and student-created questions about their books</p> <p><b>Skills:</b> Synthesize the language acquired in 6th, 7th and 8th grades to hold a conversation about student-made books.</p>	<p>The final project including the writing and the presentation</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>	2 lessons

## Unit 9 Overview

**Unit Title:** *Los Artistas Famosos Hispanos* Famous Spanish Artists

**Unit Summary:**

This unit emphasizes reading comprehension in English and Spanish and cultural knowledge as students read short biographies of famous artists. The unit uses a “jigsaw” design for learning as student groups become experts in the works of one artist and teach their classmates about the life of the artist and his or her works. During the two-week unit they learn about eight famous artists from Spain, Mexico and Colombia. Students build their final project, a Google slide presentation, about the works of one of the eight famous artists.

Suggested Pacing: 10 lessons

## Learning Targets

**Unit Essential Questions:**

- How do I describe biographical information in the past?
- How can I make myself understood when I don’t know all of the necessary words?
- What strategies can I use to read and comprehend a target-language text?
- How can I describe pictures and images that I see?
- Who are famous artists from the Spanish-speaking world and what are their famous works?

**Unit Enduring Understandings:**

- There are two past tenses in Spanish, the preterit and the imperfect.
- Comprehension of a text or audio does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Not all Spanish artists are from Spain.
- The Spanish-speaking world has produced famous, influential painters and sculptors.

## 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. Understand written descriptions of Spanish artists.
2. Express your preferences with regard to artwork.
3. Demonstrate understanding of the cultural perspectives of art.

**Interpersonal mode:**

1. Ask and answer questions with a partner about a selected artist.
2. Share information found about the artist with a partner.

**Presentational mode:**

1. Create a multimedia project to share information and works of a specific artist.



Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use vocabulary for paintings, and art movements to describe works of art from Spanish-speaking artists.	<p><b>Content:</b> vocabulary to describe artistic movements</p> <p>vocabulary to describe artistic influence and the work itself</p> <p><b>Skills:</b> Identify different images, types of media, colors, and artistic materials in the target language.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>State and defend opinions regarding works of art.</p>	<p>Think/pair/share contributions to the project.</p> <p>Artist ID quiz (Who is the artist?)</p>	<p>NJCCCS - World Languages</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.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</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.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p>	5 lessons
Read and respond to target-language and English biographies regarding artists famous in the Spanish-speaking world.	<p><b>Content:</b> MEF grant books on the artists.</p> <p>Online biography resources including museum web sites.</p> <p><b>Skills:</b> Read to learn about a variety of artists and narrow down interests to one artist to investigate more thoroughly.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Identify a maximum of 3 difficult words the student <u>must</u> define to understand the text.</p> <p>Use online tools (<a href="http://www.wordreference.com">www.wordreference.com</a>) to aid with text comprehension.</p>	<p>Take notes on the artists to produce a presentation with information and slides of paintings or sculpture from the different periods of the artist's career.</p>	<p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p>	3 lessons
Present the project in pairs to the class using Google slides.	<p><b>Content:</b> Vocabulary, grammatical structures and information on the artists.</p> <p><b>Skills:</b> Engage an audience in a discussion of an artist.</p>	<p>The Google slide written project and the oral presentation of the work according to the <a href="#">requirements</a>.</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>NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	2 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>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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