

# **Madison Public Schools**

## **Spanish I**

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## Course Overview

### Description

Spanish I is offered to students at the novice low proficiency level. As defined by the American Council on the Teaching of Foreign Languages (ACTFL), a student functioning at the novice-low proficiency level exhibits the following characteristics:

- Speaking:
  - No real functional ability
  - Needs adequate time and familiar cues
  - May be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment
  - Cannot participate in a true conversational exchange
- Writing:
  - Able to copy or transcribe familiar words or phrases
  - Needs adequate time and familiar cues
  - Can reproduce from memory a very limited number of isolated words or familiar phrases
  - Errors are to be expected
- Listening:
  - Able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context
  - Show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts
- Reading:
  - Able to recognize a limited number of letters, symbols or characters
  - Occasionally able to identify high-frequency words and/or phrases when strongly supported by context

The Spanish I course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills to real-life, sheltered situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The Spanish I course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

### Goals

By the end of the course, students functioning at the novice-mid proficiency level should exhibit the following characteristics:

- Speaking:
  - Communicates minimally
  - Uses a number of isolated words and memorized phrases limited by the particular context in which the language has been learned
  - Responds to direct questions, by saying only two or three words at a time or giving an occasional stock answer
  - Pauses frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words

- **Writing:**
  - Reproduces from memory a modest number of words and phrases in context
  - Supplies limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality
  - Exhibits a high degree of accuracy when writing on well-practiced, familiar topics
  - Uses limited formulaic language
- **Listening:**
  - Able to recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words
  - Understands little more than one phrase at a time, and repetition may be required
- **Reading:**
  - Able to recognize the letters or symbols of an alphabetic or syllabic writing system
  - Identifies a number of highly contextualized words and phrases including cognates and borrowed words
  - Rarely understands material that exceeds a single phrase
  - Rereading is often required

Students should also be able compare and contrast their own culture with the target language culture.

## Materials

### **Core:**

Realidades (1)

Descubre Level 1

### **Supplemental:**

<https://docs.google.com/document/d/1sPKsoBpZenaOJ781dLaWiBvkLQ89dHacGGj-VnUQknY/edit>

## Resources

[Suggested Activities and Resource Page](#)

## Benchmark Assessments

Benchmark assessments are given quarterly and focus on the main ideas and 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)

Additional modifications and adaptations

- Use of the projector allows students to read information as it is explained by the teacher.
- Use of a website with calendar allows students to access and review information from home.

## Unit 1 Overview

Unit Title: *¡Bienvenidos!* Welcome!

Unit Summary: This unit is an introduction to the Spanish I class for students who have had no or little exposure to the language and/or culture. The goal is to ease the students' anxiety about learning another language and to show the students that learning another language is so much more than just a requirement. Students will be introduced to the Hispanic culture in a meaningful way. They will explore reasons why it is important to learn another language (Spanish) and the history of the Hispanic culture as it pertains to the U.S. Students will also be provided with tips for learning Spanish and useful expressions they can use in the classroom on a daily basis. In addition, students will be exposed to some cultural facts and geography of the 21 Spanish-speaking countries. Finally, students will create a poster to recruit students to take a Spanish class.

Suggested Pacing: 7 lessons/2 weeks

## Learning Targets

Unit Essential Questions:

- What are some tips I can use to learn Spanish?
- Why is it important to learn another language?
- Where are the Spanish-speaking countries located?
- What are some useful expressions in this class?
- How can I be successful in this class?

Unit Enduring Understandings:

- Comprehension does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Learning another language allows us to communicate with a wider audience.
- Spanish is the second most spoken language in the U.S.
- Names of some states and cities in the U.S. come from the target language
- Spanish and the Hispanic culture are a part of the history and geography of the U.S.

## Evidence of Learning

**Formative Assessments:** A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

**Summative Assessments:**

Students will create a poster to recruit more students to take Spanish classes. They will present the poster to the class. See the [Suggested Activities and Resource Page](#) for more information.



<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>
Explore the Hispanic culture and geography in and outside of the U.S.	<p>Content: Culture Spanish-speaking countries Hispanic influence in the U.S.</p> <p>Skills: Identify the Hispanic influence across the U.S..</p> <p>Identify the 21 Spanish-speaking countries and their capitals.</p> <p>Identify popular cultural practices in the Hispanic culture.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 1 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</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. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 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.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	2 lessons
Explore reasons why learning Spanish is beneficial.	<p>Content: Reasons for learning Spanish</p> <p>Skills: Identify reasons for learning Spanish..</p> <p>Answer questions in complete sentences.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 2 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</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. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 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.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	1 lesson
Use common expressions in the classroom on a daily basis.	<p>Content: Useful expressions</p> <p>Skills: Use common expressions in the classroom when speaking with other students and the teacher.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 3 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</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. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 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.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	2 lessons
Create a poster to recruit students to take Spanish class.	<p>Content: Reasons why learning Spanish is beneficial</p> <p>Skills: Presentational Speaking</p>	<p>Unit Benchmark assessment. See the <a href="#">Suggested Activities and Resource Page</a> for more information.</p>	<p>NJCCCS - World Languages 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	1- 2 lessons depending on class size

			<p>7.1.NM.C2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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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Unit 2 Overview
Unit Title: <i>Para empezar</i> Let's get started
<p>Unit Summary: This unit is an introduction to the Spanish language for students who have had no or little exposure to the language and/or culture. Starting in this unit, immersion will be the goal. Communication is the focus instead of correct grammatical structure. Students are encouraged to communicate as often as possible in the target language even if they make mistakes. Students will exchange greetings and make introductions in a culturally appropriate manner. They will also learn numbers for telling time and the date and the Spanish alphabet for spelling. Students will follow simple classroom directions and ask and answer simple questions. They will communicate orally and in writing about the classroom, basic weather conditions, and the seasons. Throughout the unit, students interpret basic information on these topics when listening, speaking and reading. Finally, students will create a short skit in order to introduce themselves to the class.</p>
Suggested Pacing: 17 lessons/5 weeks
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do I greet others in the target language?</li> <li>• Why is it important to learn another language?</li> <li>• How can I talk about the weather and dates in the target language?</li> <li>• How can I tell time in the target language?</li> <li>• How can I be successful in this class?</li> </ul>
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Comprehension does not necessarily mean understanding every word.</li> <li>• Circumlocution is vital when communicating in a second language.</li> <li>• Learning another language allows us to communicate with a wider audience.</li> <li>• The way we greet each other in the U.S. is different from Spanish-Speaking countries</li> <li>• There are two ways to say “you” in Spanish. One is informal (familiar) and the other is formal</li> <li>• Identifying cognates using context clues are strategies one can use to communicate effectively.</li> </ul>
Evidence of Learning
<p><b>Formative Assessments:</b> A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.</p> <p><b>Summative Assessments:</b> Students will do an oral presentation where they have to greet, say their names, explain their origin, place and date of birth, talk about their favorite season: month and weather of that season, and goodbye. See the <a href="#">Suggested Activities and Resource Page</a> for more information.</p>





<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>
Use vocabulary to greet and introduce each other, tell time, and follow classroom directions.	<p>Content: greetings introductions classroom directions numbers time</p> <p>Skills: Identify greetings, times of the day, numbers, and time in picture or audio descriptions.</p> <p>Greet each other..</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 1 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</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. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 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.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	8 lessons
Use vocabulary to talk about things in the classroom, ask questions about new words/phrases, and talk about things related to the calendar.	<p>Content: greetings introductions classroom directions numbers time</p> <p>Skills: Identify greetings, times of the day, numbers, and time in picture or audio descriptions.</p> <p>Greet each other..</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 2 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</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. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 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.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	4 lessons
Use vocabulary to talk about the weather and seasons.	<p>Content: greetings introductions classroom directions numbers time</p> <p>Skills: Identify greetings, times of the day, numbers, and time in picture or audio descriptions.</p> <p>Greet each other..</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 3 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</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. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 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.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	3 lessons

<p>Create a short skit introducing yourselves to the class.</p>	<p>Content: Greetings Goodbyes Seasons Weather Months Origin</p> <p>Skills: Presentational Speaking</p>	<p>Unit Benchmark assessment. See the <a href="#">Suggested Activities and Resource Page</a> for more information.</p>	<p>NJCCCS - World Languages 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 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.C2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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>1- 2 lessons depending on class size</p>
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## Unit 3 Overview

Unit Title: *Mis amigos y Yo* My Friends and I

Unit Summary: In this unit, students speak and write about things they like to do and ask and answer simple questions about their activities. They will compare popular activities in the United States with those in Spanish-speaking countries. Students will learn to give simple descriptions about their personalities and ask about those of others. In addition, they will identify some attitudes about friendship that are held by people from Spanish-speaking countries. Throughout the unit, students interpret basic information on these topics when listening and reading. Finally, students will create an email to a prospective e-pal.

Suggested Pacing: 22 lessons/6 weeks

## Learning Targets

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- How can I be successful in this class?
- How do I describe myself and others?
- What activities do my classmates like/dislike?

Unit Enduring Understandings:

- Comprehension does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- There are excellent online and digital tools available to help the second language learner.
- Adjectives, nouns, and articles are gender and number specific.
- The word order used for producing sentences in Spanish is different from English

## Evidence of Learning

**Formative Assessments:** A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

**Summative Assessments:**

Students will write an e-mail in which the student introduces him/herself to a prospective keypal. Students will tell what their name is, what they are like, what they like and don't like to do. See the [Suggested Activities and Resource Page](#) for more information.

<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>
Use vocabulary to talk about activities you like and don't like to do.	<p>Content: activities</p> <p>Skills: Identify activities in picture or audio descriptions.</p> <p>Tell what activities people like and don't like to do..</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 1 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</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.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</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.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	4 lessons
Identify and use infinitives to talk about actions.	<p>Content: infinitives</p> <p>Skills: Use infinitives to talk about activities people like and don't like to do</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 2 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p>	2 lessons
Use negative words in the target language to make a sentence negative.	<p>Content: negatives</p> <p>Skills: Use negatives to talk about activities people don't like doing.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 3 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p>	1 lesson
Use <i>a mí también</i> and <i>a mí tampoco</i> to express agreement or disagreement.	<p>Content: <i>a mí también</i> <i>a mí tampoco</i></p> <p>Skills: Use <i>a mí también</i> to agree with what a person likes.</p> <p>Use <i>a mí tampoco</i> to agree with what a person dislikes.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 4 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p>	1/2 lesson

Read and respond to cultural mini-texts about families in the Spanish-speaking world.	<p>Content:  <i>"Pablo Picasso"</i>  <i>"Outdoor cafés"</i>  <i>"Jaime Antonio González Colson"</i></p> <p>Skills:  Respond to questions comparing information from the text to similar information about the US.</p>	Fondos culturales in Realidades 1 p. 24 - 34 and accompanying questions	<p>NJCCCS - World Languages  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.5Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	½ lesson
Read and respond to a target language text about favorite activities of some teenagers.	<p>Content:  <i>"¿Qué te gusta hacer?"</i></p> <p>Skills:  Make predictions about a text based on the title, subtitle, and/or photos.    Read a short text and identify key, familiar terms to summarize the general meaning.    Read a text a second time to possibly identify additional details.    Respond to questions comparing information from the text to similar information about the US.</p>	Realidades 1 p.40 and accompanying activities	<p>NJCCCS - World Languages  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.5Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	1 lesson
Explore an authentic target language website about musical instruments.	<p>Content:  <a href="#">Internet Link Activity</a></p> <p>Skills:  Navigate through a target language website to find information.</p>	See activity 7 on the <a href="#">Suggested Activities and Resource Page</a>	<p>NJCCCS - World Languages  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.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p>	2 lessons

			<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>	
Use vocabulary to talk about personality traits and describe people.	<p>Content: personality traits</p> <p>Skills: Identify activities in picture or audio descriptions.</p> <p>Tell what activities people like and don't like to do..</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 8 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</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.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</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.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	4 lessons
Use adjectives to describe people in their appropriate feminine and masculine forms.	<p>Content: adjectives gender and number agreement</p> <p>Skills: Use adjectives considering gender and number agreement to describe others.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 9 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p>	1 lesson
Use definite and indefinite articles according to gender of nouns and word order to write sentences.	<p>Content: el, la un, una word order adjectives gender and number agreement</p> <p>Skills: Use adjectives after nouns to write grammatically correct sentences.</p> <p>Use definite and indefinite articles appropriately when speaking and writing..</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 10 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p>	2 lessons
Read and respond to cultural mini-texts about families in the Spanish-speaking world.	<p>Content: "Frida Kahlo" "Simón Bolívar" "Huipil"</p> <p>Skills: Respond to questions comparing information from the text to similar information about the US.</p>	<p>Fondos culturales in Realidades 1 p. 49 - 65 and accompanying questions</p>	<p>NJCCCS - World Languages</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>	1/2 lesson

Read and respond to a target language text about personality traits.	<p>Content: “<i>Un self-quiz</i>”</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>	Realidades 1 p. 64 and accompanying activities	<p>NJCCCS - World Languages 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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	1 lesson
Explore an authentic target language website about student introductions	<p>Content: <a href="#">Internet Link Activity</a></p> <p>Skills: Navigate through a target language website to find information.</p>	See activity 12 on the <a href="#">Suggested Activities and Resource Page</a>	<p>NJCCCS - World Languages 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.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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>	2 lessons
Write an email to a prospective keypal introducing yourself.	<p>Content: Personality traits Activities</p> <p>Skills: Presentational Writing</p>	Unit Benchmark assessment. See the <a href="#">Suggested Activities and Resource Page</a> for more information.	<p>NJCCCS - World Languages 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on</p>	1 lesson



	Create full sentence descriptions about yourself.		targeted themes to be shared virtually with a target language audience. . 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.	
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## Unit 4 Overview

Unit Title: *La escuela* School

**Unit Summary:** In this unit, students will exchange information, orally and in writing, about their school schedules and their classes. They will learn how to describe classrooms including the location of objects. Students also learn how to describe the school day in Spanish-speaking countries and make comparisons with their own school day. Throughout the unit, students interpret basic information about school when listening and reading. Finally, students will write out their school schedule in the target language and have a conversation based on that schedule.

**Suggested Pacing:** 22 lessons/6 weeks

## Learning Targets

**Unit Essential Questions:**

- How can I make myself understood when I don't know all of the necessary words?
- How can I be successful in this class?
- What are differences between a typical school day in a Spanish-speaking country and in the United States?
- How do I talk about who is doing an action in the target language?

**Unit Enduring Understandings:**

- Classrooms and school life vary from place to place.
- Students in the U.S. share common school experiences and often have similar interests with students in Spanish-speaking countries, even though the cultures are different.
- Understanding other cultures creates culture sensitivity and acceptance.
- Structures and writing systems of the target language and English have similarities and differences.
- Most Spanish verbs follow patterns while some Spanish verbs do not.

## Evidence of Learning

**Formative Assessments:** A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

**Summative Assessments:**

Students will write their school schedule and have a conversation about it in the target language. See the [Suggested Activities and Resource Page](#) for more information.



<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>
Use vocabulary to talk about school schedules and subjects.	<p>Content: school schedule subjects</p> <p>Skills: Identify school subjects and parts of school schedule in picture or audio descriptions.</p> <p>Talk about our favorite school subjects and our school schedules.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 1 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</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. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 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.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	4 lessons
Use subject pronouns to talk about who is doing an action.	<p>Content: subject pronouns</p> <p>Skills: Use subject pronouns to indicate who is doing an action</p> <p>Use <i>tú</i> when speaking to friends, family, people your age and younger and anyone you call by his or her first name</p> <p>Use <i>usted</i> when speaking to adults you address with a title.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 2 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p>	1 lesson
Use the present tense of -ar verbs to indicate who is doing the action.	<p>Content: -ar verbs</p> <p>Skills: Use infinitives of -ar verbs when appropriate.</p> <p>Use conjugated -ar verbs in the present tense to talk about people doing those actions.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 3 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p>	2 lessons
Read and respond to cultural mini-texts about families in the Spanish-speaking world.	<p>Content: “<i>Studying English</i>” “<i>Spanish Words</i>” “<i>El recreo</i>” “<i>La hora</i>”</p>	<p>Fondos culturales in Realidades 1 p. 80 - 91 and accompanying questions</p>	<p>NJCCCS - World Languages 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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	1 lesson

	<p><b>Skills:</b> Respond to questions comparing information from the text to similar information about the US.</p>			
<p>Read and respond to a target language text about a school in Costa Rica.</p>	<p><b>Content:</b> “<i>La Escuela Español Vivo</i>”</p> <p><b>Skills:</b> Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>	<p>Realidades 1 p. 90 and accompanying activities</p>	<p>NJCCCS - World Languages 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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<p>1/2 lesson</p>
<p>Explore an authentic target language website about a school in Colombia.</p>	<p><b>Content:</b> <a href="#">Internet Link Activity</a></p> <p><b>Skills:</b> Navigate through a target language website to find information.</p>	<p>See activity 6 on the <a href="#">Suggested Activities and Resource Page</a></p>	<p>NJCCCS - World Languages 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.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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>2 lessons</p>

Use vocabulary to describe a classroom.	<p>Content: classroom objects</p> <p>Skills: Identify objects in picture or audio descriptions.</p> <p>Tell what activities people like and don't like to do..</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 7 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</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. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 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.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	4 lessons
Use the verb <i>estar</i> to talk about where something or someone is located.	<p>Content: <i>estar</i></p> <p>Skills: Use <i>estar</i> to talk about where items are located in the classroom.</p> <p>Use <i>estar</i> to talk about where people are located in the school.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 8 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p>	1 lesson
Use the plurals of nouns and articles to talk about more than one thing.	<p>Content: los, las unos, unas -s, -es gender and number agreement</p> <p>Skills: Use the plurals of nouns and articles to talk about more than one thing.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 9 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p>	1 lesson
Read and respond to cultural mini-texts about families in the Spanish-speaking world.	<p>Content: “<i>Sor Juana Inés de la Cruz</i>”  “<i>School Gyms</i>”  “<i>School uniforms</i>”</p> <p>Skills: Respond to questions comparing information from the text to similar information about the US.</p>	<p>Fondos culturales in Realidades 1 p. 98 -113 and accompanying questions</p>	<p>NJCCCS - World Languages 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.5Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	1 lesson
Read and respond to a target language text about an important program of the United Nations.	<p>Content: “<i>El UNICEF y una convención para los niños</i>”</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms</p>	<p>Realidades 1 p. 114 and accompanying activities</p>	<p>NJCCCS - World Languages 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.5Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and</p>	1/2 lesson

	<p>to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>		<p>collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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>	
Explore an authentic target language website about sports merchandise.	<p>Content: <a href="#">Internet Link Activity</a></p> <p>Skills: Navigate through a target language website to find information.</p>	See activity 12 on the <a href="#">Suggested Activities and Resource Page</a>	<p>NJCCCS - World Languages</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	2 lessons
Write out your school schedule and record a conversation asking and answering questions related to it.	<p>Content: School subjects School materials</p> <p>Skills: Interpersonal Communication Presentational Speaking</p>	Unit Benchmark assessment. See the <a href="#">Suggested Activities and Resource Page</a> for more information.	<p>NJCCCS - World Languages</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.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.C2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	1 lesson for conversations and recording

## Unit 5 Overview

Unit Title: *La Comida* Food

Unit Summary: In this unit, Students will learn how to exchange information about basic foods for breakfast, lunch, and dinner. They will talk about preferences regarding food choices and what they eat/drink. In addition, students will identify common foods as well as eating habits in Spanish-speaking countries and compare them with their own. Throughout the unit, students interpret basic information about these topics while listening and reading. Finally, students will create a new school lunch menu using Google slides.

Suggested Pacing: 16 lessons/4.5 weeks

## Learning Targets

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- How can I be successful in this class?

- How are eating habits different in the United States and in Spanish speaking countries?
- What foods are popular in Spanish-speaking countries?

**Unit Enduring Understandings:**

- Comprehension does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Popular/Traditional dishes in Spanish-speaking countries are not necessarily tacos and burritos.
- Cultural views regarding time and meals in the United States differ from those in Spanish-speaking countries.

## Evidence of Learning

**Formative Assessments:** A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

**Summative Assessments:**

Students will create a new lunch menu for the school. They will choose a school month and create a lunch menu including prices. See the [Suggested Activities and Resource Page](#) for more information.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use vocabulary to talk about foods and beverages for breakfast and lunch.	<p>Content: foods beverages</p> <p>Skills: Identify foods and beverages in picture or audio descriptions.</p> <p>Tell what food and beverages people like and don't like.</p> <p>Answer questions in complete sentences.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 1 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/formative assessments.</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.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</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.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	8 lessons



	Recognize new vocabulary in short audio segments.			
Use the present tense of <i>-er</i> and <i>-ir</i> verbs to indicate who is doing the action.	<p>Content: <i>-er</i> and <i>-ir</i> verbs</p> <p>Skills: Use infinitives of <i>-er</i> and <i>-ir</i> verbs when appropriate.</p> <p>Use conjugated <i>-er</i> and <i>-ir</i> verbs in the present tense to talk about people doing those actions.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 2 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	NJCCCS - World Languages 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar	2 lessons
Use <i>me gustan, me encantan</i> to talk about foods we like and love.	<p>Content: <i>me gustan</i> <i>me encantan</i></p> <p>Skills: Use <i>me gustan, me encantan</i> to talk about foods like and love..</p> <p>Use <i>me gustan, me encantan</i> with plural nouns.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 3 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	NJCCCS - World Languages 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar	1 lesson
Read and respond to cultural mini-texts about families in the Spanish-speaking world.	<p>Content: “<i>El desayuno</i>” “<i>Frutas y Verduras</i>”</p> <p>Skills: Respond to questions comparing information from the text to similar information about the US.</p>	Fondos culturales in Realidades 1 p. 134 - 139 and accompanying questions	NJCCCS - World Languages 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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).	1/2 lesson
Apply listening comprehension strategies to a video about the mediterranean diet.	<p>Content: <a href="#">Video</a></p> <p>Skills: Make predictions about a video/audio based on the title and subtitle.</p> <p>Listen to an audio and identify key, familiar terms to summarize the general meaning.</p> <p>Listen to an audio a second time to possibly identify additional details.</p> <p>Respond to factual and opinion-based questions related to the audio.</p>	See activity 5 on the <a href="#">Suggested Activities and Resource Page</a>	NJCCCS - World Languages 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	1 lesson

Read and respond to a target language text about fruits that are native to Latin America and snacks in Spanish-speaking countries.	<p>Content: <i>“Frutas y verduras de las Américas”</i></p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>	Realidades 1 p. 138 and accompanying activities	<p>NJCCCS - World Languages 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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	½ lesson
Explore an authentic target language website about foods in Spain.	<p>Content: <a href="#">Internet Link Activity</a></p> <p>Skills: Navigate through a target language website to find information.</p>	See activity 6 on the <a href="#">Suggested Activities and Resource Page</a>	<p>NJCCCS - World Languages 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.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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>	2 lessons
Create a new lunch menu for the school.	<p>Content: food beverages numbers months days of the week</p>	Unit Benchmark Assessment. See the <a href="#">Suggested Activities and Resource Page</a> for more information.	<p>NJCCCS - World Languages 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to</p>	1 lesson for the gallery walk

	Skills: Presentational Writing		create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. . 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.	
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## Unit 6 Overview

Unit Title: *Una Vida Saludable* A Healthy Lifestyle

Unit Summary: In this unit, students will continue to apply the vocabulary from the previous unit about food and drinks by communicating about a healthy lifestyle. Students will discuss what foods belong in each food group and what activities they can do to maintain a healthy lifestyle. In addition, students will also learn how to talk about going somewhere or doing something in the future. Finally, students will create a pamphlet with suggestions for a healthy lifestyle.

Suggested Pacing: 16 lessons/4.5 weeks

## Learning Targets

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- How can I be successful in this class?
- How do I talk about healthy vs. unhealthy foods and habits in the target language?
- What are some of the healthy activities people do in Spanish-speaking countries?

Unit Enduring Understandings:

- Comprehension does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Maintaining a healthy lifestyle is important in the U.S. and Spanish-speaking countries.
- The American diet differs from the diet in different Spanish-speaking countries.

## Evidence of Learning

**Formative Assessments:** A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

**Summative Assessments:**

Students will create a poster in Spanish to promote a healthy lifestyle. See the [Suggested Activities and Resource Page](#) for more information.

**Alternative Assessment:** Students may make a promotional video about living a healthy lifestyle

<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>
Use vocabulary to talk about food groups and activities to maintain good health.	<p>Content: food groups and activities</p> <p>Skills: Identify food groups and activities in picture or audio descriptions.</p> <p>Tell what foods belong in each food group and talk about activities to maintain good health.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 1 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/formative assessments.</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.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</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.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	8 lessons
Use vocabulary to talk about our bodies and emotions.	<p>Content: emotions body parts</p> <p>Skills: Identify emotions and body parts in picture or audio descriptions.</p> <p>Tell what emotions are healthy and not healthy.</p> <p>Tell when these emotions are felt and what activities we can do to help fight the unhealthy ones.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 2 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/formative assessments.</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.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</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.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	
Use the plurals of adjectives to describe plural nouns.	<p>Content: adjectives gender and number agreement</p> <p>Skills: Use adjectives considering gender and number</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 3 on the <a href="#">Suggested Activities and Resource Page</a></p>	<p>NJCCCS - World Languages</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</p>	1 lesson

	agreement to describe food and healthy activities.	Grammar and/or vocabulary quizzes/ formative assessments.	phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar	
Use the verb <i>ser</i> to describe what a person or thing is like.	Content: <i>ser</i>  Skills: Use <i>ser</i> to describe foods.  Use <i>ser</i> to talk about what people are like.	Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 4 on the <a href="#">Suggested Activities and Resource Page</a>  Grammar and/or vocabulary quizzes/ formative assessments.	NJCCCS - World Languages 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar	2 lessons
Read and respond to cultural mini-texts about families in the Spanish-speaking world.	Content: “ <i>El mate</i> ”  “ <i>La tomatina</i> ”  “ <i>Los mercados</i> ”  “ <i>¡Goooooooooooooooool!</i> ”  Skills: Respond to questions comparing information from the text to similar information about the US.	Fondos culturales in Realidades 1 p. 152 - 163 and accompanying questions	NJCCCS - World Languages 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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).	1 lesson
Apply listening comprehension strategies to a video about a campaign for a healthy breakfast..	Content: <a href="#">Video</a>  Skills: Make predictions about a video/audio based on the title and subtitle.  Listen to an audio and identify key, familiar terms to summarize the general meaning.  Listen to an audio a second time to possibly identify additional details.  Respond to factual and opinion-based questions related to the audio.	See activity 6 on the <a href="#">Suggested Activities and Resource Page</a>	NJCCCS - World Languages 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	1 lesson
Read and respond to a target language text about a sports diet.	Content: “ <i>La comida de los atletas</i> ”  Skills: Make predictions about a text based on the title, subtitle, and/or photos.  Read a short text and identify key, familiar terms to summarize the general meaning.	Realidades 1 p. 162 and accompanying activities	NJCCCS - World Languages 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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).	1 lesson

	<p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>			
Explore an authentic target language website about a restaurant in Mexico.	<p>Content: <a href="#">Internet Link Activity</a></p> <p>Skills: Navigate through a target language website to find information.</p>	See activity 8 on the <a href="#">Suggested Activities and Resource Page</a>	<p>NJCCCS - World Languages</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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>	2 lessons
Design an original poster promoting a healthy lifestyle.. Evaluate others' work.	<p>Content: unit vocabulary food Beverages activities</p> <p>Skills: Identify important aspects of a healthy lifestyle..  Write full-sentence descriptions.  State and defend opinions regarding others' work.</p>	Unit benchmark assessment. See the <a href="#">Suggested Activities and Resource Page</a> for more details.	<p>NJCCCS - World Languages</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.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	1 lesson for the gallery walk

## Unit 7 Overview

Unit Title: *Los Pasatiempos* Past Times

Unit Summary: In this unit, students exchange basic information, orally and in writing, about their pastimes and places in the community. They will learn the necessary vocabulary to talk about sports and leisure activities. They will also learn to ask and answer simple questions and talk about after-school activities both in the United States and in Spanish-speaking countries. In addition, they learn how to extend and respond to invitations. Throughout the unit, students interpret basic information on pastimes when listening and reading. Finally, students will create a Google slideshow presentation for incoming freshman at MHS to showcase the different sports and activities offered at the school.

Suggested Pacing: 21 lessons/6 weeks

## Learning Targets

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?

- How can I be successful in this class?
- What are the after school activities offered in Spanish-speaking countries?
- How do I extend an invitation to a friend in the target language?

Unit Enduring Understandings:

- Comprehension does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Sport and leisure activities are common among cultures and help define who we are.
- Popular sports and leisure activities in Spanish-speaking countries may differ from those in the U.S.

## Evidence of Learning

**Formative Assessments:** A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

**Summative Assessments:**

Students will create a Google slideshow presentation for incoming freshman as part of the Freshman Student Orientation Committee. They are in charge of creating a presentation for new students that describes the sports and activities offered at their school. They should include pictures and a variety of activities. See the [Suggested Activities and Resource Page](#) for more information.

**Alternative Assessment:** Students will have the opportunity to make their own choices in regards to if they work alone or with a partner, and what format (PPT; PowToons; WeVideo, etc...)



Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use vocabulary to talk about locations in the community and discuss leisure activities.	<p>Content: places in the community leisure activities</p> <p>Skills: Identify places in the community and leisure activities in picture or audio descriptions.</p> <p>Tell where you go in the community to complete leisure activities.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 1 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/formative assessments.</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.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</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.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	4 lessons
Use the verb <i>ir</i> to talk about where you go and with whom.	<p>Content: <i>ir</i></p> <p>Skills: Use <i>ir</i> to talk about where you go and with whom.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 2 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p>	2 lessons
Use interrogative words to ask questions.	<p>Content: interrogative words</p> <p>Skills: Use interrogative words to ask questions.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 3 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p>	2 lessons
Read and respond to cultural mini-texts about families in the Spanish-speaking world.	<p>Content: "La plaza" "Sports clubs and gyms" "Movies" "Andean music"</p> <p>Skills:</p>	<p>Fondos culturales in Realidades 1 p. 177 - 189 and accompanying questions</p>	<p>NJCCCS - World Languages</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>	1/2 lesson

	Respond to questions comparing information from the text to similar information about the US.			
Read and respond to a target language text about after-school and weekend activities offered at the mall..	<p>Content: “<i>Al centro comercial</i>”</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>	Realidades 1 p. 188 and accompanying activities	NJCCCS - World Languages 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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).	1 lesson
Explore an authentic target language website about movie listings in Mexico.	<p>Content: <a href="#">Internet Link Activity</a></p> <p>Skills: Navigate through a target language website to find information.</p>	See activity 6 on the <a href="#">Suggested Activities and Resource Page</a>	NJCCCS - World Languages 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.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.	2 lessons
Use vocabulary to talk about activities outside of the school.	<p>Content: activities</p> <p>Skills: Identify activities in picture or audio descriptions.</p> <p>Tell what activities people like and don't like to do outside of school.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 7 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	NJCCCS - World Languages 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.B.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.3 Copy/write words, phrases, or simple guided texts on familiar topics.	4 lessons
Use <i>ir + a + infinitive</i> to say what you are going to do.	<p>Content: <i>ir + a + infinitive</i></p> <p>Skills: Use <i>ir + a + infinitive</i> to talk about what you are going to do.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 8 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	NJCCCS - World Languages 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar	1 lesson

Use the verb <i>jugar</i> to talk about playing a sport or a game.	<p>Content: <i>jugar</i></p> <p>Skills: Use <i>jugar</i> to talk about a sport or a game we do after school.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 9 on the <a href="#">Suggested Activities and Resource Page</a></p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p>	1 lesson
Read and respond to cultural mini-texts about families in the Spanish-speaking world.	<p>Content: “<i>Paralympic Games</i>”  “<i>La Noche de los Rábanos</i>”  “<i>Una jugadora profesional</i>”</p> <p>Skills: Respond to questions comparing information from the text to similar information about the US.</p>	Fondos culturales in Realidades 1 p. 196 - 213 and accompanying questions	<p>NJCCCS - World Languages 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.5Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	½ lesson
Read and respond to a target language text about and compare the lives of two famous golfers.	<p>Content: “<i>Sergio y Lorena: El futuro de golf</i>”</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>	Realidades 1 p.40 and accompanying activities	<p>NJCCCS - World Languages 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.5Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	1 lesson
Explore an authentic target language website about a soccer team in Spain.	<p>Content: <a href="#">Internet Link Activity</a></p> <p>Skills: Navigate through a target language website to find information.</p>	See activity 12 on the <a href="#">Suggested Activities and Resource Page</a>	<p>NJCCCS - World Languages 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.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	2 lessons
Create an original google slide presentation to showcase the different school sports and activities offered at MHS.	<p>Content: school sports Activities</p> <p>Skills: Presentational Writing  Presentational Speaking</p>	Unit Benchmark assessment. See the <a href="#">Suggested Activities and Resource Page</a> for more information.	<p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	1-2 lessons depending on class size.

			<p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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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