

# **Madison Public Schools**

## **Spanish II**

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## Course Overview

### Description

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

The Spanish II course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills to real-life, somewhat sheltered situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The Spanish II 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-high proficiency level should exhibit the following characteristics:

- Speaking:
  - Conversation restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs
  - Able to ask a few formulaic questions

- Relies heavily on learned phrases
- Uses short and sometimes incomplete sentences in the present with hesitation or inaccuracies
- Writing:
  - Uses lists, short messages, postcards, and simple notes
  - Relies mainly on practiced material
  - Focused on common elements of daily life
  - Recombines learned vocabulary and structures to create simple sentences on very familiar topics
- Listening:
  - Often but not always understands information from sentence-length speech, one utterance at a time, in basic personal and social contexts
  - Understands speech in highly standardized messages, phrases, or instructions
- Reading:
  - Understands key words and cognates as well as formulaic phrases
  - Understands predictable language and messages such as those found on train schedules, roadmaps, and street signs
  - Derives meaning from short, non-complex texts that convey basic information for which there is no contextual support

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

## Materials

### Core:

Realidades (1), Descubre (1)

### Supplemental:

[https://docs.google.com/document/d/19tSypr7vYLBXRtoE2aloSJLhi\\_9Z8oYyHpgDmyOWrlY/edit](https://docs.google.com/document/d/19tSypr7vYLBXRtoE2aloSJLhi_9Z8oYyHpgDmyOWrlY/edit)

## Resources

[Suggested activities and resources 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: *Todo sobre mí* All about me

Unit Summary: This unit encourages students in the class to talk about themselves and learn about others by practicing vocabulary and structures learned about in previous years. Spanish 2 classes have mainly freshmen and sophomores and potentially a few juniors and seniors, so it is important for students to meet and feel comfortable with one another. Additionally, this mini-unit gives the teacher a chance to assess students' skills and to identify struggling learners. Activities focus on giving and obtaining information about oneself and others, greeting each other, and having basic conversations.

Suggested Pacing: 8 lessons/2.5 weeks

## Learning Targets

Unit Essential Questions:

- How can I use what I already know to communicate in the target-language?
- What strategies can I use to speak in the target-language as much as possible?
- How do I give information about myself and obtain information from others?
- Who are my classmates?
- How can I be successful in this class?

Unit Enduring Understandings:

- Comprehension of a text 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.

## 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 Assessment:**

Students will create and present a storyboard about themselves. It should include vocabulary reviewed in this unit. Title of this project: “!Así soy yo!” See the [Suggested activities and resources page](#) for more information.

**Alternative Assessment:** Panel discussion

<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 what you and other people are like.	<p>Content: <i>ser</i> interrogative words gender and number agreement personality traits</p> <p>Skills: Answering questions with factual information</p> <p>Providing basic information about oneself</p> <p>Obtaining basic information from others</p> <p>Speaking in full 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 resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations. 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. 7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	2 lessons
Use vocabulary to talk about things you and other people do.	<p>Content: seasons weather activities</p> <p>Skills: Talk about things you and others do.</p> <p>Talk about when you and others do those things.</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 resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations. 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. 7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	2 lessons
Use vocabulary to talk about food you like and dislike and ways you stay healthy.	<p>Content: food gustar physical activities</p> <p>Skills: Talk about what foods you like and dislike.</p> <p>Talk about ways you stay healthy.</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 resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations. 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. 7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	2 lessons
Create a storyboard about yourself.	<p>Content: greetings personality traits school subjects food activities</p>	<p>See the <a href="#">Suggested activities and resources page</a> for more information.</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. 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic</p>	1-2 lessons depending on class size

	<p>ser gustar gender and number agreement</p> <p>Skills: Presentational Speaking and Writing</p>		<p>expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</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>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>Fiesta en familia</i> Family Celebration
Unit Summary: This unit introduces students to vocabulary and grammar necessary to describe their families and celebrations. They learn about family customs and celebrations of people in the Spanish-speaking world and compare and contrast them with their own customs. Students also continue to work in the present tense and learn the difference between ser and estar. They end the unit with a short oral presentation about three family members.
Suggested Pacing: 18 lessons/5 weeks
Learning Targets
Unit Essential Questions: <ul style="list-style-type: none"> <li>• How can I make myself understood when I don't know all of the necessary words?</li> <li>• What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?</li> <li>• How can I describe my family members?</li> <li>• What is proper restaurant etiquette in Spanish-speaking countries?</li> <li>• How are family celebrations in Spanish-speaking countries similar/different to family celebrations in the U.S.?</li> </ul>
Unit Enduring Understandings: <ul style="list-style-type: none"> <li>• Comprehension of a text does not necessarily mean understanding every word.</li> <li>• Circumlocution is vital when communicating in a second language.</li> <li>• There are two ways to express "to be" in Spanish: one is to talk about characteristics that generally do not change and the other is to talk about conditions that tend to change.</li> <li>• Some family customs and celebrations do not exist in the Spanish-speaking world and others from Latin America and Spain do not exist here in the US.</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 Assessment:</b> Students prepare an oral presentation about three family members. They should demonstrate control of the present tense, tener, ser vs estar, possessive adjectives and knowledge of unit vocabulary while practicing their presentational speaking. See the <a href="#">Suggested activities and resources page</a> for more information.</p> <p><b>Alternative Assessment:</b> Students can videotape their presentation instead of presenting it live in front of the class.</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 for describing family members and a birthday celebration.	<p>Content: family birthday celebration age</p> <p>Skills: Identify family members and items for a birthday party in picture or audio descriptions.</p> <p>Describe family members.</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 resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	4 lessons
Use <i>tener</i> to show relationship or possession and to talk about age.	<p>Content: <i>tener</i></p> <p>Skills: Use <i>tener</i> to talk about family members' ages and things you possess for a party.</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 resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	2 lessons
Use possessive adjectives to tell what belongs to someone or to show relationships.	<p>Content: possessive adjectives</p> <p>Skills: Use possessive adjectives to talk about relationships with family members</p> <p>Use possessive adjectives to talk about items that belong to someone</p> <p>Use number and gender when using possessive adjectives</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 resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1 lesson
Read and respond to cultural mini-texts about families in the Spanish-speaking world.	<p>Content: "Carmen Lomas Garza" "El papel picado" "Dos familias reales" "El nombre completo"</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. 220 - 239 and accompanying questions</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	1 lesson

Read and respond to a target language text about a <i>quinceañera</i> .	<p>Content: “<i>Mis padres te invitan a mi fiesta de quince años</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.238 and accompanying activities	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	½ lesson
Create an invitation to a birthday party in the target language and reply through Google Voice in the target language.	<p>Content: birthday celebration family</p> <p>Skills: Presentational Writing and Speaking</p> <p>Respond to an invitation politely by “phone”</p> <p>Extend an invitation to someone in writing.</p>	See activity 6 on the <a href="#">Suggested activities and resources page</a> .	<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.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</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>	1/2 lesson
Use vocabulary for describing family members’ and friends’	<p>Content: family physical traits restaurant items</p>	Any combination of call-and-response, think/pair/share, conversations and/or short	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions,</p>	3 lessons

physical traits and to order a meal at a restaurant.	<p>Skills: Identify physical traits and items for at a restaurant in picture or audio descriptions.</p> <p>Describe family members' physical traits</p> <p>Talk about a family celebration in a restaurant</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>pieces of writing using activity 7 on the <a href="#">Suggested activities and resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>commands, and requests through appropriate physical response</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.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	
Use <i>venir</i> to talk about someone coming to a place or event	<p>Content: <i>venir</i></p> <p>Skills: Use <i>venir</i> to talk about plans and give/get information about someone coming to an event.</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 resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	½ lesson
Use <i>ser</i> to talk about what people are like and where they are from. Use <i>estar</i> to talk about how people feel and location	<p>Content: <i>ser vs. estar</i></p> <p>Skills: Use <i>ser</i> to talk about characteristics that generally do not change.</p> <p>Use <i>estar</i> to talk about conditions that tend to change.</p> <p>Decide when it's appropriate to use <i>ser</i> or <i>estar</i></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 resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1 lesson
Read and respond to cultural mini-texts about families and restaurants in the Spanish-speaking world.	<p>Content: "Extended Families" "Getting a server's attention" "Un menú del día"</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. 246 - 260 and accompanying questions</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	½ lesson
Stage a restaurant scene in class with target-language on-the-spot dialogue.	<p>Content: restaurant etiquette food currency</p>	<p>See activity 11 on the <a href="#">Suggested activities and resources page</a>.</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>	1 lesson

	<p>useful expressions</p> <p>Skills: Write full-sentence descriptions of an item and its uses.</p> <p>Engage in interpersonal speaking to order meals, take order, and make polite requests.</p> <p>Respond orally to questions.</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.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	
To prepare an original presentation about three members in our family and present to the class without reading.	<p>Content: family, personality and physical traits, tener, age, ser vs estar, and possessive adjectives.</p> <p>Skills: Presentational Speaking</p> <p>Create full sentence descriptions of three family members</p>	Unit benchmark assessment. See the <a href="#">Suggested activities and resources page</a> for more details.	<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.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	1-2 lessons depending on class size

## Unit 3 Overview

Unit Title: *Hogar Dulce Hogar* Home Sweet Home

Unit Summary: This unit introduces students to vocabulary and grammar necessary to describe their home and chores. They learn about different types of homes in the Spanish-speaking world and compare and contrast them with their own homes. Students are introduced to stem- changing verbs in the present tense as well as the present progressive. Finally, students will create fliers to promote the sale of a house or apartment.

Suggested Pacing: 15 lessons/4 weeks

## Learning Targets

Unit Essential Questions:

- 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 or hear and comprehend a target-language audio?
- How can I describe my bedroom and my home?
- How can I tell someone what to do?

Unit Enduring Understandings:

- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Homes in Spanish speaking countries are different from homes 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 Assessment:**

Students design a flyer in order to sell a home or apartment in the target language. Other students will walk around the classroom and read the flyers. Each student will choose one house or apartment they would like to buy and write an explanation as to why they chose that particular home. See [Suggested activities and resources page](#) for more information.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use vocabulary for describing bedroom items and electronic equipment.	<p>Content: bedroom items electronic equipment colors</p> <p>Skills: Identify bedroom items and colors in picture or audio descriptions.</p> <p>Talk about your bedroom.</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 resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations. 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. 7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	4 lessons
Use <i>más... que/ menos... que</i> and comparative adjectives and adverbs to compare two things.	<p>Content: <i>más... que/ menos... que bueno, -a/malo, -a viejo, -a/joven bien/mal mejor(que)/peor(que) mayor(que)/menor(que)</i></p> <p>Skills: Use <i>más... que/ menos... que</i> and comparative adjectives and adverbs to compare bedrooms, things, and things you 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 resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1 lesson
Use the superlatives to say that someone or something is the “most” or “least” and “best” or “worst”.	<p>Content: definite articles nouns adjectives <i>más/menos mejor(es)/peor(es)</i></p> <p>Skills: Use definite article + noun + <i>más/menos</i> + adjective to talk about items that are the most or least important, popular, etc. in your house</p> <p>Use definite article + <i>mejor(es)/peor(es)</i> + noun</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 resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1/2 lesson

	to talk about the best and worst tv shows, movies, music, etc.			
Use the stem-changing verbs <i>poder</i> and <i>dormir</i> in the present tense to talk about being able to do something and sleeping.	<p>Content: poder dormir</p> <p>Skills: Use <i>poder</i> to talk about things you can and cannot do in and/or outside of your home.</p> <p>Use <i>dormir</i> to talk about how well you sleep.</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 resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1 lesson
Read and respond to a target language text about a disaster in the bedroom written in an advice column.	<p>Content: “<i>El desastre en mi dormitorio</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. 288 and accompanying activities	<p>NJCCCS - World Languages 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	1/2 lesson
Write a description of a bedroom and state your opinion on what the owner of that bedroom is like	<p>Content: bedroom items electronic equipment colors descriptions</p> <p>Skills: Write full-sentence descriptions of a bedroom.</p> <p>Write full-sentence explanations and opinions about your thoughts.</p> <p>Create paragraph-level discourse using transitions.</p> <p>Edit writing for errors.</p>	See activity 6 on the <a href="#">Suggested activities and resources page</a> for more information.	<p>NJCCCS - World Languages 7.1.NH.C.3 Describe in writing people and things from the home and school environment</p>	1/2 lesson
Use vocabulary for describing homes and household chores.	<p>Content: rooms in the house household chores</p> <p>Skills: Identify rooms in the house and household chores in picture or audio descriptions.</p>	Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 7 on the <a href="#">Suggested activities and resources page</a> .	<p>NJCCCS - World Languages 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions</p>	5 lessons

	<p>Describe a house and rooms of the house. Talk about your household chores.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	Grammar and/or vocabulary quizzes/ formative assessments.	<p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	
Use affirmative <i>tú</i> commands to tell friends, family members, or young people to do something.	<p>Content: affirmative <i>tú</i> commands</p> <p>Skills: Use affirmative <i>tú</i> commands</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 8 on the <a href="#">Suggested activities and resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1 lesson
Use the present progressive to emphasize that an action is happening right now.	<p>Content: present progressive</p> <p>Skills: Use present-tense of <i>estar</i> + the present participle to form the present progressive.</p> <p>Use the present progressive to talk about what is happening in the moment.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 9 on the <a href="#">Suggested activities and resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1 lesson
Read and respond to a target language text version of “Cinderella”	<p>Content: “<i>Cantaclara</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.312 and accompanying activities	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	½ lesson
Design a flyer to promote the sale of your family’s house or apartment and prepare a written explanation for which house or apartment you would like to purchase. Evaluate others’ work.	<p>Content: rooms in the house, descriptions, colors</p> <p>Skills: Presentational Writing</p>	Unit benchmark assessment. See the <a href="#">Suggested activities and resources page</a> for more details.	<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.C.3 Describe in writing people and things from the home and school environment</p>	1 lesson for the gallery walk



	Write full-sentence descriptions.  State and defend choices		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.  CRP4. Communicate clearly and effectively and with reason.  9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	
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## Unit 4 Overview

Unit Title: *De Compras* Shopping Trip

Unit Summary:

This unit introduces students to vocabulary and grammar necessary to describe clothing, shopping, and prices. In addition, they learn to describe their plans and talk about what they want and prefer. They also learn about different shopping and gift-giving customs in the Spanish-speaking world and compare and contrast them with their own. Students are introduced to the preterite in this unit which is used to talk about the past. Students will end the unit by creating and performing a short skit that takes place at store.

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?
- What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?
- How can I express where I typically go shopping and what my shopping habits are?
- How can I express my wants and preferences while shopping?
- What are some similarities/differences in the clothing styles and sizes of American teens vs. teens in Spanish-speaking countries?

Unit Enduring Understandings:

- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- The preterite is a tense used in Spanish to talk about completed actions in the past.

## 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 Assessment:**

Students create and perform a short skit. One student will be the “cliente” and the other will be the “dependiente”. This skit will take place in a store while shopping for a gift. They should demonstrate



control of the preterite tense, stem-changing verbs in the present tense, demonstrative adjectives, direct object pronouns and knowledge of unit vocabulary while practicing their presentational speaking. See the [Suggested activities and resources 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 clothes, shopping, and prices.	<p>Content: clothing shopping numbers</p> <p>Skills: Identify clothing and prices in picture or audio descriptions.</p> <p>Talk about shopping.</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 activities 1 on the <a href="#">Suggested activities and resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	8 lessons
Use <i>pensar</i> , <i>querer</i> , and <i>preferir</i> to talk about plans and preferences. .	<p>Content: <i>pensar</i> <i>querer</i> <i>preferir</i></p> <p>Skills: Use stem-changing verbs to express what clothing you prefer, what you plan on wearing or where you plan on going, and what you would like to do or buy.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 2 on the <a href="#">Suggested activities and resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1 lesson
Use demonstrative adjectives to point out nouns.	<p>Content: <i>este, esta</i> <i>estos, estas</i> <i>ese, esa</i> <i>esos, esas</i> number and gender agreement</p> <p>Skills: Use demonstrative adjectives to talk about a specific article of clothing or item.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 3 on the <a href="#">Suggested activities and resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1 lesson

Read and respond to a target language text about traditional clothing from Panama.	<p>Content:  <i>“Tradiciones de la ropa panameña”</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. 336 and accompanying activities	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	½ lesson
Use vocabulary to talk about buying gifts.	<p>Content:            stores            gifts            accessories</p> <p>Skills:            Identify stores and accessories in picture or audio descriptions.</p> <p>Talk about gifts you are buying or bought in the past..</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 activities 5 on the <a href="#">Suggested activities and resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	4 lessons
Use the preterite of -ar verbs including verbs ending in -car and -gar to talk about completed actions in the past.	<p>Content:            preterite -ar verbs            buscar            pagar            sacar            tocar            jugar            practicar</p> <p>Skills:            Use preterite -ar verbs to talk about gifts that were bought or things that you did in the past.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 6 on the <a href="#">Suggested activities and resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1 1/2 lesson
Use direct object pronouns to tell who or what receives the action of the verb..	<p>Content:            lo, la            los, las            number and gender agreement</p> <p>Skills:            Use direct object pronouns to avoid repeating the direct object noun.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 7 on the <a href="#">Suggested activities and resources page</a>.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1 lesson

		Grammar and/or vocabulary quizzes/ formative assessments.		
Read and respond to mini-texts about clothing and shopping in the Spanish-speaking world.	<p>Content:  <i>“ñanduti”</i>  <i>“Los centros comerciales and grandes almacenes”</i>  <i>“Madrid’s El Rastro”</i>  <i>“Las artesanías”</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. 344 - 365 and accompanying questions	<p>NJCCCS - World Languages  7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.  7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.  7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	1/2 lesson
Read and respond to a target language text about Luisa’s shopping experience.	<p>Content:  <i>“De compras”</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. 364 and accompanying activities	<p>NJCCCS - World Languages  7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.  7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.  7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	1/2 lesson
Create a skit between a client and a clerk at a store while shopping for a gift.	<p>Content:  clothing, accessories, direct object pronouns, preterite tense, stem-changing present tense verbs, demonstrative adjectives</p> <p>Skills:  Skills:  Interpersonal communication in the form of a dialogue.</p> <p>Create full-sentence conversation.</p> <p>Talk in the present and past tense.</p>	Unit benchmark assessment. See the <a href="#">Suggested activities and resources page</a> for more details.	<p>NJCCCS - World Languages  7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.  7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.  7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.  7.1.NH.C.2. Converse on a variety of familiar topics and/or topics studied in other content areas.</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</p>	2-3 lessons (to prepare in-class and perform)

			peers and experts synthesizing information from multiple sources.  CRP4. Communicate clearly and effectively and with reason.  9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	
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Unit 5 Overview	
Unit Title: <i>De Vacaciones</i> On Vacation	
Unit Summary: This unit introduces students to vocabulary and grammar necessary to describe places to visit while on vacation. They learn how to talk about things to do on vacation. They also learn about different places in the Spanish-speaking world they can visit. Students continue to talk about the past using the preterite in this unit. Finally, students create a blog post detailing their vacation.	
Suggested Pacing: 14 lessons/4 weeks	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> <li>• How can I make myself understood when I don't know all of the necessary words?</li> <li>• What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?</li> <li>• How can I describe my last vacation in the past tense?</li> <li>• How can I express what activities I do while I'm on vacation?</li> </ul>	
Unit Enduring Understandings: <ul style="list-style-type: none"> <li>• Comprehension of a text does not necessarily mean understanding every word.</li> <li>• Circumlocution is vital when communicating in a second language.</li> <li>• The preterite is a tense used in Spanish to talk about completed actions in the past.</li> </ul>	
Evidence of Learning	
<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.	
<b>Summative Assessment:</b>	

Students will design an original blog page detailing activities done during vacation with selfies, explanations, and photo captions in the preterite tense. See the [Suggested activities and resources 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 travel and vacations.	<p>Content: places activities</p> <p>Skills: Identify places and activities in picture or audio descriptions.</p> <p>Talk about places to go and activities to do while on vacation.</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 activities 1A on the <a href="#">Suggested activities and resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	5 lessons
Use vocabulary to talk about weather and seasons.	<p>Content: weather seasons Activities</p> <p>Skills: Identify weather and seasons in pictures or audio descriptions.</p> <p>Talk about weather in different spanish speaking countries/cities and U.S.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 1B on the <a href="#">Suggested activities and resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p>	4 lessons

	Talk about what activities you do when it's sunny, rainy, etc.		7.1.NH.C.3 Describe in writing people and things from the home and school environment.	
Use the preterite of -er and -ir verbs and <i>ir</i> to talk about actions completed in the past.	<p>Content: Preterite -er and -ir verbs <i>ir</i></p> <p>Skills: Use the preterite of -er and -ir verbs and <i>ir</i> to talk about things you did and where you went on vacation.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 2 on the <a href="#">Suggested activities and resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	2 lessons
Use the “personal <i>a</i> ” when the direct object receiving the action is a person	<p>Content: personal <i>a</i></p> <p>Skills: Use the personal <i>a</i> to talk about people you visited while on vacation.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 3 on the <a href="#">Suggested activities and resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1/2 lesson
Read and respond to mini-texts about destinations in the Spanish-speaking world.	<p>Content: “<i>Toledo</i>” “<i>El Metro de la Ciudad de Mexico</i>” “<i>La Patagonia</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. 372 - 384 and accompanying questions	<p>NJCCCS - World Languages 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	1/2 lesson
Read and respond to a target language text about a vacation in Perú	<p>Content: “<i>Álbum de mi viaje al Perú</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. 390 and accompanying activities	<p>NJCCCS - World Languages 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	1 lesson

Design an original blog page detailing activities done during vacation with selfies, explanations, and photo captions in the preterite tense.	<p>Content: places to visit activities done while on vacation things bought on vacation people you saw on vacation irregular preterite past-tense verbs</p> <p>Skills: Presentational writing.</p> <p>Create full-sentence descriptions of completed actions in the past.</p> <p>Create full-sentence descriptions of a activities and places visited while on vacation..</p>	Unit benchmark assessment. See the <a href="#">Suggested activities and resources page</a> for more details.	<p>NJCCCS - World Languages 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.1.NH.C.3 Describe in writing people and things from the home and school environment.</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>	1 lesson for the gallery walk and discussion
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Unit 6 Overview
Unit Title: <i>Ayudando en La Comunidad</i> Community Service
<p>Unit Summary:</p> <p>This unit introduces students to vocabulary and grammar necessary to discuss volunteer work and ways to protect the environment. They also learn about different volunteer work in the Spanish-speaking world. Students continue to talk about the past using the preterite in this unit. Students end the unit by creating a poster announcing a community service project and inviting other students to participate.</p>
Suggested Pacing: 13 lessons/3.5 weeks
Learning Targets

### Unit Essential Questions:

- 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 or hear and comprehend a target-language audio?
- How can I talk about volunteer work in my community?
- How can I talk about ways to help the environment?

### Unit Enduring Understandings:

- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Recycling may vary across cultures.

## 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 Assessment:

Students create a poster announcing a community service project and inviting students to participate. Students will then answer questions based on the posters they see during a gallery walk and decide which community service project they would like to be a part of. See the [Suggested activities and resources 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 volunteer work and community-service tasks.	Content: volunteer work recycling  Skills: Identify ways to volunteer and recyclables in picture or audio descriptions.  Talk about community service tasks and what people did to help others. .  Answer questions in complete sentences.  Recognize new vocabulary in short audio segments.	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 resources page</a> .  Grammar and/or vocabulary quizzes/ formative assessments.	NJCCCS - World Languages 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations. 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. 7.1.NH.C.3 Describe in writing people and things from the home and school environment.	4 lessons
Use the present tense of <i>decir</i> to talk about what people tell or say.	Content: <i>decir</i>	Any combination of call-and-response, think/pair/share,	NJCCCS - World Languages 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic	1 lessons



	<p>Skills: Use the present tense of <i>decir</i> to talk about what people say to do when it comes to recycling.</p>	<p>conversations and/or short pieces of writing using activity 2 on the <a href="#">Suggested activities and resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	
Use indirect object pronouns to tell to whom or for whom an action is performed.	<p>Content: indirect object pronouns <i>me, te, le, nos, les</i></p> <p>Skills: Use indirect object pronouns to talk about how people help others.</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 resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1 lesson
Use the preterite of <i>hacer</i> and <i>dar</i> to say what people did and gave.	<p>Content: preterite of <i>hacer</i> and <i>dar</i></p> <p>Skills: Use the preterite of <i>hacer</i> and <i>dar</i> to talk about what people did or gave on different occasions.</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 resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1 lesson
Read and respond to mini-texts about destinations in the Spanish-speaking world.	<p>Content: “Peace Corps” “El reciclaje” “La Asociación Conservacionista de Monteverde” “El Hospital de la Caridad” “El trabajo voluntario”</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. 398 - 417 and accompanying questions</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	1 lesson
Apply listening comprehension strategies to a video conserving water.	<p>Content: <a href="#">Consejos para ahorrar agua</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>See activity 6 on the <a href="#">Suggested activities and resources page</a>.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p>	1 lesson

	<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>		<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>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
Read and respond to a target language text about an International volunteer organization.	<p>Content: "Hábitat para la Humanidad Internacional"</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. 416 and accompanying activities	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	1 lesson
Explore an authentic target language website about a national park in Costa Rica	<p>Content: <a href="#">Internet Link Activity</a> animals environment places</p> <p>Skills: Navigate through a target language website to find information.</p>	See activity 8 on the <a href="#">Suggested activities and resources page</a>	<p>NJCCCS - World Languages</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.NH.C.3 Describe in writing people and things from the home and school environment</p>	2 lessons
Design an original poster announcing a community service project and inviting students to participate. Evaluate others' work.	<p>Content: volunteer work vocabulary</p> <p>Skills: Identify important aspects of a community service project.</p>	Unit benchmark assessment. See the <a href="#">Suggested activities and resources page</a> for more details.	<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.C.3 Describe in writing people and things from the home and school environment</p>	1 lesson for the gallery walk

	Write full-sentence descriptions.			
	State and defend opinions regarding others' work.			

<b>Unit 7 Overview</b>
Unit Title: <i>El Cine y La Televisión</i> Film and Television
<p>Unit Summary:</p> <p>This unit introduces students to vocabulary and grammar necessary to describe movies and television programs. They also learn to express their opinions about media and entertainment as well as talk about things they have done recently. In addition, students learn about different television programs in the Spanish-speaking world. Students end the unit by writing a tv show or movie review and creating a short recorded segment for the school's closed circuit TV system.</p>
Suggested Pacing: 14 lessons/4 weeks
<b>Learning Targets</b>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> <li>• How can I make myself understood when I don't know all of the necessary words?</li> <li>• What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?</li> <li>• How can I talk about the movies and tv programs I watch?</li> <li>• How can I express my likes and dislikes?</li> </ul>
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Comprehension of a text does not necessarily mean understanding every word.</li> <li>• Circumlocution is vital when communicating in a second language.</li> <li>• Some tv programs and movie are different in Spanish-speaking countries, however some are similar to what we watch in the U.S.</li> </ul>

## 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 Assessment:**

Students write a review of a movie or tv show incorporating chapter vocabulary and grammar. In addition, they will record a short segment for the school's closed circuit TV System. See the [Suggested activities and resources 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 movies and television programs.	<p>Content: movies television programs</p> <p>Skills: Identify movie tv program genres in picture or audio descriptions.</p> <p>Talk about different types of movies and tv shows and express opinions.</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 resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	6 lessons
Read and respond to mini-texts about destinations in the Spanish-speaking world.	<p>Content: "Luis Buñuel" "Las telenovelas" "Sábado gigante" "Cable Television"</p> <p>Skills:</p>	<p>Fondos culturales in Realidades 1 p. 424 - 437 and accompanying questions</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products</p>	1 lesson

	Respond to questions comparing information from the text to similar information about the US.		and practices are derived from the cultural perspectives.	
Explore an authentic target language site about a tv 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 3 on the <a href="#">Suggested activities and resources page</a> .	<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. 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.1.NH.C.3 Describe in writing people and things from the home and school environment</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
Use <i>acabar de</i> + infinitive to say something just happened. .	<p>Content: <i>acabar de</i> + infinitive</p> <p>Skills: Use the present tense of <i>acabar de</i> + infinitive to talk about movies and tv shows you just finished watching.</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 resources page</a>.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1/2 lessons
Use <i>gustar</i> to talk about what is pleasing to you.	<p>Content: <i>gustar</i></p> <p>Skills:</p>	Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 5 on the	NJCCCS - World Languages 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	1/2 lesson

	Use <i>gustar</i> to discuss what tv programs and movies are pleasing to you .	<a href="#">Suggested activities and resources page.</a>  Grammar and/or vocabulary quizzes/ formative assessments.	7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.	
Read and respond to a target language text about TV-watching habits of teens.	<p>Content: “<i>Una semana sin televisión</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. 440 and accompanying activities	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	1 lesson
Write an original review for a tv program or movie you have just seen with the type of movie/tv show, the critique, and a rating out of 10.	<p>Content: movie and tv program genres actors and actresses the present tense</p> <p>Skills: Write full-sentence descriptions about a tv show/movie.</p> <p>Use the present tense to describe the movie/tv show you just saw.</p> <p>State opinions about tv show/movie.</p> <p>Presentational Speaking</p> <p>Use transitions to make language flow.</p>	Unit benchmark assessment. See the <a href="#">Suggested activities and resources page</a> for additional details.	<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.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>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	1 lesson and 1-2 lessons to view the segments depending on class size.

## Unit 8 Overview

Unit Title: *La tecnología* Technology

Unit Summary:

This unit introduces students to vocabulary and grammar necessary to talk about computers and the internet as well as about knowing people or how to do something. They also learn to ask for something and to tell what something is used for. In addition, students learn about means of communication in the Spanish-speaking world. Finally, students will record an argument defending their technology use to their parents.

Suggested Pacing: 18 lessons/ 5 weeks

## Learning Targets

Unit Essential Questions:

- 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 or hear and comprehend a target-language audio?
- How can I discuss the use of technology with others?
- How are homes in Spanish-speaking countries similar/different to family celebrations in the U.S.?

Unit Enduring Understandings:

- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Technology connects different cultures in real time
- There are two ways to say "to know" in Spanish (Saber and Conocer) but they are used in different ways.

## 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 Assessment:**

Students record themselves on an individual or 1-to-1 device (iPhone, iPad, Chromebook, etc.) presenting an argument defending the use of technology. Students should incorporate unit vocabulary and defend their opinion. See the [Suggested activities and resources 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 computers and ways to communicate.	Content: computers ways to communicate  Skills:	Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 1 the <a href="#">Suggested</a>	NJCCCS - World Languages 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response	4 lessons

	<p>Identify ways to use computers and ways to communicate in picture or audio descriptions.</p> <p>Talk about using computers and different means of communication.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p><a href="#">activities and resources page.</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</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.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	
Use present tense of <i>pedir</i> and <i>servir</i> to ask for things and to talk about what things are useful for. .	<p>Content: <i>pedir</i> <i>servir</i></p> <p>Skills: Use the present tense of <i>pedir</i> to ask for different things and <i>servir</i> to talk about what items are used for communication..</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 resources page.</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1 lesson
Use <i>saber</i> and <i>conocer</i> to express knowing how to do things and knowing people, places, and things .	<p>Content: <i>saber</i> <i>conocer</i></p> <p>Skills: Use <i>saber</i> to talk about things people know how to do.</p> <p>Use <i>conocer</i> to talk about people, places, and things you are familiar with</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 resources page.</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	1 lesson
Use vocabulary to talk about modern technology and social media apps	<p>Content: technology social media smart phones</p> <p>Skills: Identify vocabulary for using social media apps and using a computer.</p> <p>Talk about using social media apps and modern technology.</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 the <a href="#">Suggested activities and resources page.</a></p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</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>	8 lessons



			<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 site incorporating the use of technology.	<p>Content: <a href="#">Internet Link Activity</a></p> <p>Skills: Navigate through a target language website to find information.</p>	See activity 3 on the <a href="#">Suggested activities and resources page</a> .	<p>NJCCCS - World Languages</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.NH.C.3 Describe in writing people and things from the home and school environment</p>	2 lessons
Read and respond to a target language text about the internet and its impact on the Spanish language..	<p>Content: "La invasión del ciber<span>spang</span>lish"</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. 464 and accompanying activities	<p>NJCCCS - World Languages</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	1 lesson
Record an original argument defending the use of computers/technology in your life.	<p>Content: ways to use computers</p> <p>Skills: Presentational speaking.</p> <p>Defend opinions.</p>	Unit benchmark assessment. See the <a href="#">Suggested activities and resources page</a> for more details.	<p>NJCCCS - World Languages</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,</p>	1 lesson for recording and transcribing

	Use transitions to make presentations flow.		<p>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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