

Verona Public School District Curriculum Overview

Spanish - Grade 5/6



Curriculum Committee Members:

Mirja Paula
Valerie Useche
Luisa Witter

Supervisor:

Dr. Sumit Bangia

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Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The primary objective of Grade Five and Six Spanish is to have students effectively establish foundational skills in the target language in order to begin to develop a basic proficiency in the target language. All domains of the target language including oral, listening, reading, and written skills will be addressed throughout each unit of study. The students will be able to communicate employing basic structures, as well as develop an awareness of Hispanic culture.

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> X CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> X CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<p>A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting</p>	<p>A. Career Awareness (K-4) x B. Career Exploration (5-8) C. Career Preparation (9-12)</p>	<p>A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.</p>

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<p>Textbook, workbook : <u>Exploring Spanish</u> by Joan G. Sheeran and J.Patrick McCathy.</p> <p>Textbook: <u>Teach Them Spanish</u> by Winnie Walterzer - Hackett, CD, DVD, Computer Lab,</p> <p><u>En Español!</u> Text book by McDougal Littell, Workbook, CD, DVD, Computer Lab, Classzone.com</p>	<ul style="list-style-type: none"> ● wordreference.com, studyspanish.com and other teacher resources.

Unit Title / Topic: What is culture?

Unit Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted theme
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar
- 7.1.NM.C.1 Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age and level appropriate, culturally authentic materials orally or in writing.

Transfer Goal:

Students will be able to independently use their learning to....

- Analyze the relationship between practices, products, and perspectives of the culture studied.
- Accurately engage in the target language of Spanish using spoken polite expressions, greetings and leave-takings, as well as identify Spanish letters.

Unit Description:

By the end of this unit, students can understand spoken polite expressions, greetings and leave-takings as well as identify Spanish letters. Students are able to identify written cognates and name Spanish letters and their sounds. In addition, students can greet and say goodbye to people, tell someone their name and spell their name. Students are able to prepare a conversation to greet and say goodbye to people, ask someone his/her name and say and spell their name. Students are also able to prepare a written greeting, ask someone his/her name in writing and tell someone his/her name in writing.

Students will understand that:

- Everyone has a culture. It shapes how we see ourselves, others and the world.
- Culture is like an iceberg. Some aspects are visible, and others are beneath the surface. Invisible aspects influence and cause the visible ones.
- All people share basic needs (e.g., food, shelter, respect).
- Each person learns a set of behaviors and beliefs from the people they grow up with.
- Each individual has unique talents and preferences.
- Language is a multi-faceted, multi-layered system of communication.
- Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication.
- Language learning involves taking risks and learning from one's mistakes.

Essential Questions:

- How does culture shape the way we see ourselves, others, and the world?
- does my culture shape me?
- Why is it important to understand culture?
- How does culture affect the way I see the world?
- How do the invisible aspects of culture influence the visible ones?
- Why is it important to understand the relationship between the two?
- Why are words alone not sufficient for meaningful communication?
- What is communication? What do you need to be able to do in another language to communicate?
- Does practice make perfect?
- What role does accuracy play in communications?

<ul style="list-style-type: none"> ● Implicit in language study is the recipient audience <p>Students will know:</p> <ul style="list-style-type: none"> ● How to pronounce letter sounds ● Where in the world Spanish is spoken (Geography) ● Common cultural practices, products and perspectives shared in the Spanish speaking community. ● The Spanish alphabet ● To use the appropriate accents and titles when speaking ● Cognates (languages share common roots) ● high-frequency phrases and words in the target language ● How to use polite expressions in the target language ● Spanish greetings/ Leave-takings ● Difference between deep and surface culture (e.g., Iceburg culture) 	<ul style="list-style-type: none"> ● In what ways do different audiences require the use of different levels of language? <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe how the concept of culture relates to their own experiences. ● Explain some of the features of their own culture. Students can define culture and explain some of its attributes. ● Understand that culture consists of products, practices, and perspectives know what makes up a culture ● Know the three elements of culture and be able to categorize facts as one of the three ● Identify and express the elements of one's own personal culture ● Show respect and their awareness of another's culture. ● Identify patterns of social behavior and interactions typical of the ● Identify cultural products such as music, art, sports, games, and ● Identify common beliefs and attitudes within the target culture.culture.entertainment. ● List examples of their own culture. ● Define and give examples of the visible and invisible aspects of culture ● understand the difference between surface and deep culture ● understand the concept of the "cultural iceberg" (surface vs. deep culture) ● use context to guess at meanings ● identify written cognates and name Spanish letters and their sound ● use written context to help with comprehension ● use gestures to guess at meaning ● understand appropriateness of chosen language ● use polite expressions, greetings and leave-takings ● Know that cultural cues help decipher meaning in written and oral text ● Compare and contrast deep and surface culture. ● greet and say goodbye to people ● tell someone their name and spell their name ● ask someone his/her name
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Stage 2: Acceptable Evidence

Transfer Task

Cultural suitcase project

STAGE 3: Activities

- Iceberg Cultural lessons
- prepare a conversation to greet and say goodbye to people, ask someone his/her name and say and spell their name.
- Prepare a written greeting, ask someone his/her name in writing and tell someone his/her name in writing.

- Look at the Census of Verona to find out how many languages are spoken in Verona.
- Describe the culture of Verona.
- Play songs and show pictures of sports players to find out what they have in common.
- Find out and discuss how many Spanish speaking countries there are and where Spanish is spoken using a map.
- Discuss how many people speak Spanish in the world.
- Discuss what things you need to learn when learning a new language. Have students think about what they learned in kindergarten to help them brainstorm ideas.
- Using TPR, have students brainstorm how gestures can help them when they don't know the meaning of something.
- Write Spanish cognates and have students say what it is for students to realize that there are many words they know by just noting the similarities to the English.
- Have students learn the alphabet in Spanish.
- Have students identify titles and when they are used (Mr., Mrs., and Miss)

Unit Two Title / Topic: All About Me (Who I am?)

Unit Duration: 9 weeks

Stage 1: Desired Results

Established Goals:

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related the targeted theme
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar
- 7.1.NM.C.1 Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age and level appropriate, culturally authentic materials orally or in writing.

Transfer Goal:

Students will be able to independently use their learning to....

- Describe and share personal information about themselves accurately using the target language of Spanish

Unit Description

By the end of this unit, students can understand and answer questions about their age, name, phone number, birthday, well-being and where they live. They can understand oral expressions of well-being and numbers from 1-31. Students can read and understand basic personal information from various communications, identify some cognates about personal information that help me understand their meaning and understand a written date in Spanish. Students are also able to introduce themselves and ask someone his/her name. They can prepare speaking and writing in order to greet people, say good-bye, tell their age, name, phone number, birthday, state of well-being, where they live and ask someone these questions about themselves. Students can also introduce themselves in speaking and writing.

Enduring Understandings:

Students will understand that:

- There are Spanish words that sound like the English (cognates) so students can understand more of the Spanish language than they realize.
- Greetings are common and essential information needed when learning a new language to start communication with others.
- Greetings are ways of starting a conversation and are essential for verbal communication.
- The way you greet people around your age (siblings, cousins, friends) is different than how you would greet adults or people of authority.
- Language skills are essential for effective communication

Essential Questions:

- How can knowing Spanish cognates (words that sound like the English) help you in communication?
- Why do you think knowing greetings are important for having a conversation?
- Why do you think that in Spanish you greet friends differently than how you would greet adults?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?
- How do I describe myself and others?
- How do I ask and answer questions?

<ul style="list-style-type: none"> • Knowledge of who I am and what I like to do helps me get to know others • Learning a new language can help to communicate more effectively in today's global society. • We ask questions to get an answer or find out something. Questions promote learning. • Appropriate social discourse is the gateway to new experiences. 	
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<p>Students will know:</p> <ul style="list-style-type: none"> • Correct pronunciation of the Spanish alphabet. (reinforcement) • Physical characteristics • Personality qualities • Numbers 1-31 • The structures necessary to: <ul style="list-style-type: none"> • Describe physical qualities and personality qualities • Express emotions • Tell age (as a memorized chunk) • Express where one lives and goes to school • Memorized and frequently practiced questions associated with physical characteristics, personality qualities, and age • Culturally appropriate expressions and gestures to greet and take leave • That nouns ending in an –o are masculine and nouns ending in an –a are feminine. • The days of the week. • Colors 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize descriptions of people as found in culturally authentic oral and written texts. • Ask memorized questions related to physical characteristics and personality qualities using digital tools. • Answer simple questions related to physical characteristics and personality qualities using digital tools. • Use appropriate greetings and leave taking from the target culture. • Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language). • Describe self and others using oral or written text. • Retell highlights from a culturally authentic text (oral or written) that includes physical characteristics and personality qualities. • Introduce oneself. • Ask and give personal information about name, age, telephone number, state of being, residence, origin, and family • understand and produce months, days, and dates • Greet others in a culturally and linguistically appropriate way, in Spanish. <ul style="list-style-type: none"> • Introduce themselves and exchange information – phone number and place of origin. • Determine whether a noun is masculine or feminine. • Say which day it is.
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Stage 2: Acceptable Evidence

Transfer Task

Create a dialogue using appropriate greetings in accordance to whether it is someone your age or if you are speaking to an adult incorporating the vocabulary from the unit using greetings and expressions of farewell.

Interpretive Listening/Reading:

- I can understand some basic information when someone describes themselves and others.
 - I can match pictures based on oral descriptions of physical and/or personality traits.
 - I can draw a picture based on oral descriptions of physical and/or personality traits.
- I can understand when someone is stating their age and telling where they are from.

Interpersonal:

- I can use digital tools and face-to-face communication to:
 - Introduce myself and others.
 - Ask for some personal information such as name, age, and where someone is from.
 - Provide personal information such as name, age, and where I am from.
 - Ask memorized questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities.
 - Answer simple questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities.
- I can greet and take leave in a culturally acceptable manner.

Presentational: Speaking and/or Writing -

- I can use words, phrases, and memorized sentences to describe myself including details about my physical characteristics and my personality qualities.
- I can use words, phrases, and memorized sentences to describe others based on their physical characteristics and their personality qualities.
- I can tell my age and the age of others.

Presentational:

- I can use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes:
 - Physical characteristics
 - Personality qualities

STAGE 3: Activities

Interpretive: Read a dialogue and answer questions

- Engage and practice audio/video activities

Interpersonal:

- Engage in short rehearsed/scripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self and pastime preferences.
- Interact in paired dialogues A/B activities, interview, role play, and skits.
- Communicate with teacher/classmates in the target language
- Respond to simple questions in the target language

Presentational:

- Use lists, chunks of language, and memorized phrases to introduce them, describe themselves or others, and talk about hobbies while using culturally appropriate gestures and intonations.
- Write a short paragraph about themselves and others.
- Present your paragraph using PowerPoint, Google slide, Prezi, etc....

Differentiation Strategies:

- Flexible grouping based on ability/interest level
- Interest based options (product/process choice)
- Technology integration

Unit Title / Topic: Shopping

Unit Duration: 10 weeks

Stage 1: Desired Results

- 7.1.NM.A.1- Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3-Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.5- Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- 7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5- Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Transfer Goal:

Students will be able to independently use their learning to engage and exchange...

- information in regard to shopping habits and experiences in the United States and Spanish speaking countries using the target language of Spanish

Unit Description

By the end of this unit, students can recognize a price in pesos orally and in writing, understand when a store owner has something or not, recognize many product names in Spanish, understand spoken numbers to 100 and recognize greetings. Students can also identify different types of stores, give a price in pesos, request an item at a store, and ask how much something costs in speaking and writing. Students will be able greet customers, ask what they want, tell them the price, give them their change, say goodbye, go to a store, ask if something's available and its price. They will also be able to write prices in pesos.

Enduring Understandings:

Students will understand that:

- Food can inform us about other cultures because it tells us what is eaten in that culture.
- Learning about foods from Spanish speaking countries can help students be culturally aware and show acceptance towards other cultures.
- Location has to do with what foods are grown there and what is used culturally for food.
- Culturally authentic dishes vary from country to country yet share common foods.
- Eating habits differ in the United States from Spanish speaking countries.
- Greetings can help when needing help at a store to find an item or product.
- Numbers are important for knowing how much money is needed to buy the item or items.

Essential Questions:

- Why is learning about the foods eaten in Spanish speaking countries important?
- How are foods similar and different in Spanish speaking countries to foods of the United States? Why do you think that is the case?
- How can knowing greetings help you when shopping?
- How can numbers be helpful when shopping?
- How do you think money is different from the United States and Mexico?

- Numbers are important when asking an employee for pricing information on how much something costs.
- Mexico uses pesos and the United States uses the American dollar.

Students will know:

- Vocabulary and expressions used in relation to making purchases.
- Vocabulary and expressions used in relation to talk about shopping and giving gifts.
- Names of common vegetables, fruits, grains, proteins, and dairy items
- Common clothing names
- Vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth)
- Adjectives used to describe food (colors, size, shapes)
- Masculine/feminine agreement with adjectives and nouns.
- Adjectives to describe size and shape of food
- The structures necessary to:
 - Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have?)
- Memorized questions related to ordering and paying for a meal
- Numbers 1-100
- How to recognize different forms of politeness in business dealings.
- store names
- product names
- foreign money (pesos)
- colors
- Food
- Different currency

Students will be able to:

- Identify making purchases vocabulary,
- Identify shopping vocabulary
- Name food such as vegetables, fruits, grains, proteins, and dairy items.
- Name colors in Spanish.
- Name clothing in Spanish.
- Name vocabulary associated with table settings such as plate, bowl, knife, fork, spoon, napkin, and tablecloth
- Describe food
- Use adjectives appropriately to agree with the noun (gender and number)
- Greet others and ask how much something costs.
- Politely order food
- Count to 100.
- Recognize different forms of politeness in business dealings

Stage 2: Acceptable Evidence

Transfer Task:

Create a dialogue of how you would greet a cashier at a supermarket or clothing store and use verbal exchanges using vocabulary learned in the unit to purchase items.

Please note the following Learning Goals are similar to those explored in Spanish Grades 7 /8. Students will be expected to begin working towards these goals with the understanding mastery will be obtained in Grades $\frac{7}{8}$ (the Las Comidas y las bebidas unit).

Learning Goal/SLO # 1 – Skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s).

- I can understand some basic information as found in short audio/video clips when someone describes what they like to eat and what is commonly eaten in their culture.
- I can understand some basic information found in short written texts about practices associated with food (e.g. meals, ordering, purchasing).
- I can understand some basic information found in short written texts about what people like to eat and what is commonly eaten in their culture.

Learning Goal/SLO # 2 - Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s).

- I can match a few gestures associated with food to their language equivalent (e.g. expressing hunger and thirst, asking for the check, expressing quantity).

Learning Goal/SLO # 3 - Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to food practices.

- I can follow directions given by the teacher or a classmate for setting the table.
- I can put foods in appropriate categories based on instructions from the teacher or a classmate
- I can exchange information with someone about how to set the table and answer their simple questions when they don't understand.

Learning Goal/SLO # 4- Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials.

- I can use words, phrases, and memorized sentences to share information learned about food products and practice with others.
- I can use a graphic organizer to categorize foods popular in the United States and the target culture.
- I can use a graphic organizer to compare food practices.

STAGE 3: Activities

Interpretive: Read a dialogue and answer questions

- Engage and practice audio/video activities
- They interpret age- and level-appropriate authentic written and video/audio texts such as dialogues, and short video clips that focus on foods in the target culture.
- Read short paragraphs describing/expressing likes and dislikes and answer questions.
- Create a shopping list of clothing they need or want to buy,

Interpersonal:

- They engage in short rehearsed/scripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions and express preferences related to food preferences, clothing, products and practices.
- Ask each other questions about preferences about food and drinks.
- Communicate with teacher and classmates in the target language to inquire about food, preferences, and prices.

Presentational:

- They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.
- Present a skit or role play shopping at a supermarket or at a clothing store to the class.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

Unit Four Title / Topic: School Days	Unit Duration: 10 weeks
Stage 1: Desired Results	
<p>Established Goals: 7.1.NM.C.3 Describe in writing people and things from the home and school environment. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	
<p>Transfer Goal: Students will be able to <u>independently</u> use their learning to exchange and engage information related to their school life.</p>	
Unit Description	
<p>Students use the target language in the three modes of communication to examine different classrooms while indicating where things are located in a classroom and identifying cultural products and practices related to school.</p>	
<p>Enduring Understandings: Students will understand that:</p> <ul style="list-style-type: none"> ● Schools in other countries may have a different schedule than schools in the United States. ● Military time is used in many Latin American countries ● Successful communication is knowing when and why to apply questions words patterns. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How might the experience of going to school in another country be different from going to school in the US? ● What are the different ways of indicating time? ● How can knowing question words and the sentence structure help you to communicate effectively?
<p>Enduring Understandings: Students will know:</p> <ul style="list-style-type: none"> ● Classroom objects and furniture ● School supplies ● Cultural products related to school ● Cultural practices related to school <p>The following items have already been assessed in earlier units and are being recycled in this unit:</p> <ul style="list-style-type: none"> ● The structures necessary to: <ul style="list-style-type: none"> ○ Express likes or dislikes ○ Give and respond to commands (as memorized chunks) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify school supplies found in written and oral text. ● Demonstrate understanding of commands associated with classroom items. ● Tell where things and people in the classroom are located. ● Compare an American classroom with one in the target culture. <ul style="list-style-type: none"> ○ Use phrases to tell time ○ Interrogative words

- Expressions used to indicate location

Stage 2: Acceptable Evidence

Transfer Task

Describe your school schedule to your classmate. Speak about what classes you take and at what time you have each of the classes. Make sure to include adverbs of frequency such as sometimes, always, and never. Presentations will be done in front of the class.

Interpretive Listening:

- I can understand when someone describes things found in a school such as classroom items and furniture, and their location.

Interpretive Reading:

- I can understand short readings (school supply lists, school map) dealing with description of things found in a school such as classroom items, furniture, and school supplies.
- I can draw a picture of a classroom based on a written description.

Interpretive Listening: s of classroom items on a drawing of a school based on an oral description given by my teacher.

Presentational: Speaking and/or Writing –

- I can place pictures of classroom items on a drawing of a school based on a written description.
- I can use digital tools and face-to-face communication to:
 - Ask simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom.
 - Answer simple questions (yes/no, either/or, and short response) about things found in my school and classroom.

STAGE 3: Activities

Read a dialogue and answer questions

- Engage and practice audio/video activities

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self and pastime preferences.
- Interact in paired dialogues A/B activities, interview, role play, and skits.
- Communicate with teacher/classmates in the target language.
- Respond to simple questions in the target language.

Presentational:

- Use lists, chunks of language, and memorized phrases to introduce them, describe themselves or others, and talk about hobbies while using

culturally appropriate gestures and intonations.

- Write a short paragraph about themselves and others.
- Present your paragraph using PowerPoint, Google slide, Prezi, etc....

Differentiation Strategies:

- Flexible grouping based on ability/interest level
- Interest based options (product/process choice)
- Technology integration

Unit Five Title / Topic: Celebrations

Unit Duration: Ongoing

Stage 1: Desired Results

Established Goals:

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Transfer Goal:

Students will be able to independently use their learning to develop an appreciation and understanding of celebrations in Spanish speaking nations.

Unit Description

Students use the target language in the three modes of communication to explore cultural celebrations in the home and target cultures focusing on who celebrates what, when, and with whom.

Interpretive: They interpret authentic written and/or video/audio texts related to celebrations (invitations, and posters, radio/television/newspaper advertisements).

Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to celebrations in the home and target cultures.

Presentational: They use lists, chunks of language, and memorized phrases to compare celebrations in the home and target culture.

Enduring Understandings:

Students will understand that:

- Spanish speaking countries may share common holidays celebrated in the United States, but the way of celebrating it may differ in terms of culture.
- Spanish speaking countries celebrate different holidays as well based on culture, what is important to them, and based on history.
- Learning about holidays celebrated allows one to be culturally aware of holidays celebrated and that this information is helpful when meeting someone from a Spanish speaking country or traveling to a Spanish speaking country.

Essential Questions:

- Why is it important to compare and contrast how common holidays are celebrated in Spanish speaking countries vs. how it is celebrated in the United States?
- Why do you think that certain holidays are celebrated?
- How do I use my understanding of culture to communicate and function appropriately in another culture?

Students will know:

- Names of authentic holidays and celebrations
- Criteria for use of possessive adjectives.
- Vocabulary and expressions used in relation to dates and months.
- Criteria for use the verb **Tener** conjugations in all forms.
- Express possession using **de**

Students will be able to:

- Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.
- Ask memorized questions related to celebrations in the home and target cultures.
- Answer simple questions related to celebrations in the home and target cultures.
- Perform a culturally authentic song/poem associated with a particular target culture celebration.

Stage 2: Acceptable Evidence

Transfer Task

I can perform a song or poem from the target language about a cultural celebration without using any memory crutches.

Interpretive Listening:

- I can recognize the names of people, places, dates, and times, and determine the type of celebration as found in short audio/video clips dealing with a cultural celebration such as a birthday party, holiday celebration, and a community celebration.

Interpretive Reading:

- I can recognize the names of people, places, dates, and times, and determine the type of celebration as found in written text dealing with a cultural celebration such as a party invitation and a schedule of events for celebration.

Interpersonal:

- I can ask memorized questions (yes/no, either/or, and short response) related to:
 - The type of celebration
 - When an event takes place
 - Where an event takes place
 - Who is invited to/coming to a celebration
 - What activities take place during the celebration
- I can answer simple questions (yes/no, either/or, and short response) related to:
 - The type of celebration
 - When an event takes place
 - Where an event takes place
 - Who is invited to/coming to a celebration
 - What activities take place during the celebration

STAGE 3: Activities

Interpretive:

- Culturally authentic informational reading about the holidays.
- Scavenger hunt activity
- Vocabulary matching activities
- Textbook reading activities

Interpersonal:

- Role plays at a celebration
- Describe information from a story.
- Skits
- Dialogues on what would a basic conversation look like at a celebration.
- Audio activities (answering questions)
- Video activities based on a traditional holiday to compare and contrast with a holiday in the United States.

Presentational:

- Write a dialogue about someone coming to visit you during a holiday and present to the class.
- Written assignments based on video presentations and share your answer with the class.