

Verona Public School District Curriculum Overview

Spanish I/Grade 7-8



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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:

This course is an introduction to the Spanish language and culture, emphasizing the four skills of listening, speaking, reading and writing. The language is presented within the context of the contemporary Spanish-speaking world and its culture. In addition to a textbook, technology will be used to enhance the topics covered.

Students will learn to perform a variety of language functions: to list, to ask questions, to describe, to give and follow directions, to narrate and to express opinions.

These functions will be incorporated in a variety of contexts, for example, at home, in school, at work, when traveling, while shopping and playing. Students will be able to perform these tasks with an appropriate level of accuracy using interpersonal, interpretive and presentational modes.

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.	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.	CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x 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.	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.	x 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.	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

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>	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>	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>
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> A. Career Awareness (K-4) x B. Career Exploration (5-8) x C. Career Preparation (9-12) 	<ul style="list-style-type: none"> 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.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	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>
<ul style="list-style-type: none"> ● <i>Avancemos</i>– Level 1 Digital/hard copy textbook ● <i>Avancemos</i>– Level 1 – <i>Práctica por niveles</i> digital/hard copy workbook ● <i>Avancemos</i>– Level 1 – Online ancillaries and resources ● <i>Avancemos</i>– Level 1 Online video series 	<ul style="list-style-type: none"> ● Quizlet http://www.quizlet.com ● Conjuguemos http://www.conjuguemos.com ● Rich Internet Applications for Language Learning http://clear.msu.edu/teaching/online/ria/ ● Yabla Spanish Video Immersion http://www.yabla.com



Overall Course Goals: (at the Novice Mid proficiency level)

Interpretive:

Student understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal:

Student understands and communicates at the word level and can use memorized words and phrases independently to:

- o Respond to learned questions.
- o Ask memorized questions.
- o State needs and preferences.
- o Describe people, places, and things.

Presentational:

Student understands and communicates at the word level and can use memorized words and phrases independently to:

- o Make lists.
- o State needs and preferences.
- o Describe people, places, and things.

Cultural Content Statement(s): Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist ----in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Unit One Title / Topic: Saludos compañeros (Greeting Friends)	Unit Duration: 8 weeks	
STAGE 1: DESIRED RESULTS		
Established Goals		
<p>7.1.NM.A.1- Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted theme</p> <p>7.1.NM.A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.3- Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p> <p>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.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		
Transfer Goal		
<p>Students will be able to independently use their learning to exchange and acquire.....</p> <ul style="list-style-type: none"> ● personal information about themselves and others accurately using the target language of Spanish. 		
Unit Description		
<p>Students use the target language in the three modes of communication to explore physical characteristics, personality descriptions, and pastime preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity.</p> <p><i>Interpretive:</i> They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on first introductions, personal information, and pastime preferences.</p> <p><i>Interpersonal:</i> They 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.</p> <p><i>Presentational:</i> They use lists, chunks of language, and memorized phrases to introduce themselves, describe themselves or others, and talk about pastime preferences while using culturally appropriate gestures and intonations.</p>		
Meaning		
<p>Enduring Understandings</p> <p><i>Students will understand that:</i></p> <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? ● Language skills are essential for effective communication ● We ask questions to get an answer or find out something. Questions promote learning. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● How do I share information about who I am to get to know others? ● How can I communicate more effectively in today's global society? ● How can we use effective language skills to communicate our ideas to others? ● Why are questions important? ● How do I communicate when there is a language barrier? ● What strategies and resources will help me learn another language? ● What language do I need for basic daily courtesies and interactions? 	

- We enhance our communicate when there is a language barrier by using gestures, body language and pictures to help convey our thoughts.
- Language acquisition is facilitated by a keen observation and understanding of grammatical patterns in addition to repeated exposure to the spoken language.
- We must consistently practice listening, speaking, reading and writing a foreign language to gain proficiency and, therefore, communicate more effectively.

Acquisition of Knowledge & Skills

Students will know:

- Physical characteristics
- Personality qualities
- Pastime activities
- Expressions of like and dislike
- Numbers 1-31
- Spanish alphabet
- Days of the week
- Greetings/introductions
- Ser with adjectives and de
- Basic weather expressions
- Respond to basic classroom instructions
- Spanish speaking countries and capitals
- Basic foods

The structures necessary to:

- Describe physical qualities and personality qualities
- Express emotions
- Express likes and dislikes related to pastimes
- Give and respond to commands (as memorized chunks)
- Express where one lives and goes to school
- Memorized and frequently practiced questions associated with physical characteristics, personality qualities, age, emotions, and preferences related to pastimes
- Culturally appropriate expressions and gestures to greet and take leave
- Subject verb order in questions vs. statements (verb, subject for questions; subject, verb for statements)

Students will be able to:

- Recognize descriptions of people and pastime preferences as found in culturally authentic oral and written texts.
- Ask memorized questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.
- Answer simple questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.
- Use correct sentence structure when making statements vs. asking questions.
- Describe self and others using oral or written text.
- Retell highlights from a culturally authentic children's text (oral or written) that includes physical characteristics, personality qualities, pastime activities, and likes and dislikes.
- Identify culturally specific pastime activities.
- Ask and respond to questions about physical characteristics to describe themselves.
- Express likes and dislikes
- Skim and scan target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify age, physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes.
- Ask and respond to memorized questions about physical characteristics, personality qualities, likes and dislikes, and pastime activities using digital tools and face-to-face communication.
- Use appropriate greetings and leave taking from the target culture in a variety of scenarios.
- Respond to classroom instruction
- Understand basic classroom instructions in target language
- Ask questions in target language

Key Grammar Concepts

- *subject pronouns, ser, estar, tener (singular form present tense) and prepositions.*
- *Subjects and verbs*
- *Definite and indefinite articles*
- *Verbs: gustar, ser, estar, tener,*
- *Adjective agreement*

Textbook Resources

- *Avancemos Level One:*
 - *Preliminar (Hola)*
 - *Unit One (Estados Unidos- Un rato con los amigos)*

STAGE 2: ACCEPTABLE EVIDENCE

Sample Authentic Assessment:

(Presentational) Create and present a collage describing yourself and activities you enjoy. Incorporate authentic visuals and vocabulary in the target language in PowerPoint, Google Slide, or Prezi.

Learning Goal/SLO # 1 - Students will be able to identify age, origin, birthday, contact information, physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes.

- I can understand some basic information when someone describes themselves and others.
 - a. I can match pictures based on oral descriptions of physical and/or personality traits.
 - b. I can draw a picture based on oral descriptions of physical and/or personality traits.
- I can understand some basic information when someone talks about likes and dislikes related to pastime activities and sports.
- I can understand when someone is stating their age and telling where they are from.
- I can compare and contrast physical and personal traits using charts/diagrams

Learning Goal/SLO # 2 - Use physical response to demonstrate understanding of classroom routines.

- I can follow routine classroom directions given by my teacher orally (e.g. take out your..., put away your..., pass the papers forward, raise your hand, cover your papers, clear your desks).

Learning Goal/SLO # 3 - Exchange information about age, origin, birthday, contact information, physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes.

- 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.
- Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports
- Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports.

Learning Goal.SLO # 4 - Use appropriate greetings and leave taking from the target culture in a variety of scenarios.

- I can greet and take leave in a culturally acceptable manner.

Learning Goal/SLO # 5 - List culturally specific and personal pastime activities

- I can categorize pastimes and sports based on whether they are popular in the United States, the target culture, or in both places.

Stage Three: Activities

Interpretive:

- Interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on first introductions, personal information, and pastime preferences.
- Read a dialogue and answer questions
- Engage and practice audio/video activities
- Follow your teacher/classmate via social networks in the target language
- Develop vocabulary list to write a poem/story to describe self or others

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, wikis, and blogs.
- 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 pastime preferences while using culturally appropriate gestures and intonations.
- Write a biography about self or others.
- Present your biography using PowerPoint, Google slide, Prezi, etc....

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 Two Title/Topic: Mi vida escolar (My School Life)	Unit Duration: 8 weeks
STAGE 1: DESIRED RESULTS	
Established Goals	
<p>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</p> <p>7.1.NM.A.2- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.1 - Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes</p> <p>7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5- Exchange information using words, phrases, and short sentences practiced in class on familiar</p> <p>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</p> <p>7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	
Transfer Goal	
<p>Students will be able to independently use their learning to engage and exchange...</p> <ul style="list-style-type: none"> ● information exploring school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences) using the target language of Spanish. . 	
Unit Description	
<p>Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture.</p> <p><i>Interpretive:</i> They interpret authentic written and video/audio texts such as blogs, school websites, advertisements for ‘back to school’ sales, stories, and short video clips that focus on school life in the target culture(s).</p> <p><i>Interpersonal:</i> They 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 school life.</p> <p><i>Presentational:</i> They use lists, chunks of language, and memorized phrases to compare school in the home and target culture(s).</p>	
Meaning	
<p>Enduring Understandings</p> <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● School systems reflect their culture. ● While differences exist due to culture and geography, students around the world share many common interests and join in similar activities. ● Students around the world share similar schooling experiences although differences exist due to geography, resources, and culture 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● How is school an important part of my life? ● How might the experience of going to school in another country be different from going to school in the US? ● What do students like to do and how does that compare with students from around the globe? ● How can students describe their school experience? ● How do schools compare from culture-to-culture?

Acquisition of Knowledge & Skills

Students will know:

- School subjects
- Classroom objects and furniture
- School supplies
- Activities associated with school
- Cardinal numbers
- Question words (cuánto/a/os/as; qué)
- Numbers for telling time
- Expressions associated with telling time (i.e. morning, afternoon, evening)
- Prepositions of location & prepositional phrases
- The structures necessary to:
 - Express time
 - Ask memorized questions related to school activities in the present time frame
 - Answer simple questions related to school activities in the present time frame
- Cultural products related to school
- Cultural practices related to school
- Use the present tense of the verb ser to describe people and things.
- Use number and gender agreement when describing people and things.
- Distinguish between addressing someone formally and informally.

The following items have already been assessed in Unit 1 and are being recycled in this unit:

- The structures necessary to:
 - Express likes or dislikes
 - Give and respond to commands (as memorized chunks)
 - Days of the week and numbers
 - Indicate location

Key Grammar Concepts/

- *Interrogatives*
- *Hay*
- *Noun-adjective agreement*
- *Expressions of frequency*
- *Subject-verb agreement*
- *Verbs "Ir",*

Students will be able to:

- Recognize familiar school vocabulary as found in culturally authentic video clips from the target culture.
- Demonstrate understanding of commands related to school routine.
- Identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts.
- Ask memorized questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Answer simple questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Inquire about preferences related to school.
- Respond to questions about preferences related to school.
- Compare school life in the home and target culture(s).
- Indicate location using prepositional phrases.
- Describe their emotional state/condition using estar with adjectives.

- Contractions “al” and “del”
- Ser with time expressions
- Present of Tense of regular AR verbs (Llegar, Comprar), tener, present tense of -ar verbs, estar
- Estar with conditions
- Tener que expressions
- Prepositions of location

Textbook Resources

- Avancemos Level One:
 - Unit 2 (Mexico- Vamos a la escuela)

STAGE 2: ACCEPTABLE EVIDENCE

Sample Authentic Assessment:

1. Create a back to school flyer with all the essential items/articles of clothing that students in high school need. Use advertisement flyers, media, etc. to create flyer. Present the completed project to class. (Presentational)
2. Create the “perfect” high school schedule with all the classes needed and/or wanted. Present schedule to class. Be ready to discuss. (Interpretative)

Learning Goal/SLO # 1 - Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with school life, schedules, and classroom activities.

- I can understand when someone describes things found in a school.
- I can understand when someone talks about their school day.
 - a. I can identify the time a class starts and finishes.
 - b. I can identify the order of classes during the school day.
 - c. I can identify the favorite and least favorite teacher and class.
 - d. I can determine how my school day and the school day of a student in the target culture are similar and different.
- I can recognize common school and classroom activities when someone is describing what they do during the school day.
- I can understand short readings (e.g. back-to-school advertisements, school supply lists, school map) dealing with description of things found in a school.

Learning Goal/SLO # 2 - Ask and respond to memorized questions about academic and social aspects of school life, schedules, and classroom activities using digital tools and face-to-face communication through the target language.

- I can use digital tools and face-to-face communication to:
 - a. Ask simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom.
 - b. Answer simple questions (yes/no, either/or, and short response) about things found in a school and classroom.
 - c. Ask simple, memorized questions (yes/no, either/or, and short response) about a classmate’s schedule or the schedule of a student from the target culture.
 - d. Answer simple questions (yes/no, either/or, and short response) about my schedule or the schedule of a student from the target culture.

- e. Ask simple, memorized questions (yes/no, either/or, and short response) about what my classmates and peers in the target culture do during school hours.
- f. Answer simple questions (yes/no, either/or, and short response) about what I do and what peers in the target culture do during the school day.
- I can answer simple questions (yes/no, either/or, and short response) about what I do and what peers in the target culture do during the school day.

Learning Goal/SLO # 3 - Produce a multimedia rich presentation that compares school life in the home and target culture(s) using information found in age-and level-appropriate culturally authentic texts.

- I can use words, phrases, and memorized sentences to describe school life in the United States (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day).
- I can use words, phrases, and memorized sentences to describe school life in the target culture based on information gathered from readings, short audio/video clips, and interactions with my peers in the target culture (e.g. describe a classroom, provide a typical schedule, and tell what takes place during a typical day).
- I can use words, phrases, and memorized sentences to create a multimedia rich presentation that compares school life in both cultures.

Learning Goal/SLO # 4 - Describe feelings and conditions using estar with adjectives.

- I can describe how I feel/my emotional state.
- I can exchange information with others about emotional states/conditions.

Stage Three: Activities

Interpretive:

Interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on first introductions, personal information, and pastime preferences.

- Read a dialogue and answer questions
- Engage and practice audio /video activities
- Follow your teacher/classmate via social networks in the target language
- Develop vocabulary list to write a poem/story to describe self or others

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, wikis, and blogs.
- 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 pastime preferences while using culturally appropriate gestures and intonations.

- Write a biography about self or others.
- Present your biography using PowerPoint, Google Slides, Prezi, etc...

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 Three Title/Topic: Las comidas y las bebidas (Food and Drinks)

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 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

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

- information to explore cultural products and practices related to food in the United States and Spanish speaking cultures using the target language of Spanish

Unit Description

Students use the target language in the three modes of communication to explore cultural products and practices related to food in the home and target cultures. They compare shopping with focus upon eating habits of teenagers in the home and target cultures.

Interpretive:

They interpret age- and level-appropriate authentic written and video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.

Interpersonal:

They engage in short unrehearsed/unscripted 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, products and practices.

Presentational:

They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.

Meaning

Enduring Understandings

Students will understand that:

- Attitudes about food inform us about other cultures.
- Perspectives about eating out inform us about other cultures.
- Culturally authentic dishes vary from country to country yet share common foods.

Essential Questions

- How does food play an important part of culture?
- What role does eating out play in different cultures?
- Can I name foods and drinks associated with a Spanish-speaking country?
- Can I read and order from a Spanish menu in a restaurant?
- Can I request something that is missing at my table in Spanish?

- Eating habits differ in the United States, Spain, and Latin America.

Acquisition of Knowledge & Skills

Students will know:

- Names of common vegetables, fruits, grains, proteins, and dairy items
- Colors
- Names of common 'empty calorie' foods
- Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup, and slice)
- Vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth)
- Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)
- Adjectives to describe size and shape of food
- Culturally authentic gestures and practices associated with eating
- Modes of transportation and locations around town
- The structures necessary to:
 - Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have?)
 - Extend, accept, and refuse an invitation
- Memorized questions related to ordering and paying for a meal
- Currency from target culture and conversion to American equivalent

The following items have already been assessed in previous units and are being recycled in this unit:

- The structures needed to:
 - State a preference
 - Express likes and dislikes
 - Describe feelings with tener
 - Indicate location
 - Express time
 - Ask a question

Key Grammar Concepts

- Use the verbs *preferir, gustar (ia), querer, pedir, traer, necesitar*
- Interrogative words
- Useful expressions –*tengo hambre, tengo sed*
- Use ER/IR verbs in the present tense and interrogative form
- *Ir + a + infinitive (simple future)*

Students will be able to:

- Identify main idea of an authentic text dealing with food products and practices.
- Demonstrate comprehension of a series of oral and written directions as related to food products and practices.
- Recognize and use common gestures and cultural practices associated with food.
- Ask memorized questions related to food preferences, products, and practices.
- Answer simple questions related to food preferences, products, and practices.
- Engage in an unrehearsed conversation to order a meal.
- Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.

- *gustar with noun*
- *Stem changing verbs: o-ue*
- *Stem changing verbs: e- i*
- *Stem changing verbs: e to ie*
- *Direct object pronouns*

Textbook Resources

- *Avancemos Level One:*
 - *Unit Three (Puerto Rico -Comer en familia)*
 - *Lesson one only- Mi comida favorita*
 - *Unit Four (España- en el centro)*
 - *Lesson two only- Que hacemos esta noche?*
 - *From Lesson one: stem-changing verbs: e to ie*

STAGE 2: ACCEPTABLE EVIDENCE

Transfer Task

Sample Authentic Assessment: (Presentational)

Create a menu from a Spanish-speaking country; include the recipe with list of ingredients. Make presentation to class

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.
- I can exchange information with someone about ingredients needed to make a recipe and answer their simple questions when they don't understand.

Learning Goal/SLO # 4 - Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu.

- I can order a meal from a target language menu.

- I can ask memorized questions (yes/no, either/or, and short response) about foods found on an authentic menu.
- I can answer simple questions (yes/no, either/or, and short response) about foods found on an authentic menu.

Learning Goal/SLO # 5 - 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:

- They interpret age- and level-appropriate authentic written and video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.
- Read a Menu and order food and drinks from the menu (skit).
- Read short paragraphs describing/expressing likes and dislikes and answer questions. Write an entry via social network to express food preferences or describing a restaurant visit (follow teacher guidelines).

Interpersonal:

- They engage in short unrehearsed/unscripted 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, products and practices.
- Ask each other questions about preferences about food and drinks and request missing items from the waiter (A/B dialogues)
- 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.
- Create a menu from a Spanish-speaking country; include the recipe with list of ingredients.
- Practice ordering food and drinks in a restaurant and create a menu.

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: Mi familia y mi casa (My Family and My Home)		Duration : 7 weeks
STAGE 1: DESIRED RESULTS		
Established Goals		
<p>7.1.NM.A.3 -Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p> <p>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.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing</p>		
Transfer Goal		
<p>Students will be able to independently use their learning to engage and exchange...</p> <ul style="list-style-type: none"> information exploring family and home life in the United States and Spanish speaking cultures using the target language of Spanish. . 		
Unit Description		
<p>Students use the target language in the three modes of communication to explore how homes in the home and target culture are similar and different. They compare the distribution of household chores in the home culture with that of the target culture(s).</p> <p><u>Interpretive:</u> They interpret authentic written and video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on home tours, descriptions of items in a home, and division of household responsibilities.</p> <p><u>Interpersonal:</u> They 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 their homes, common household items, furniture and chores.</p> <p><u>Presentational:</u> They use lists, chunks of language and memorized phrases to describe the rooms and items in homes and to talk about chores in the home and target cultures.</p>		
Meaning		
<p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> Knowledge of culture drives meaningful communication The perspectives and practices of a people define their culture. Culture and language evolve. They are bound by people, time and place. The definition of family and home differs from culture to culture. 		<p>Essential Questions</p> <ul style="list-style-type: none"> How does culture influence communication? What is culture? What is the connection between a people's perspective, practices, and their language? How do people, time and place affect language and culture?

<ul style="list-style-type: none"> ● The family is integral part of society that reflects cultural norms. ● Families often share similar characteristics and spend quality time together. ● It is important to be aware of the physical structure of homes in Spanish speaking countries and how it is affected by cultural and geographic elements 	<ul style="list-style-type: none"> ● Why is family important? ● How are families in the United States similar or different from families in Spanish-speaking countries? ● What are the roles and responsibilities of family members in the maintenance of the home? ● How does the structure of homes in the United States compare to those in Spanish-speaking countries?
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Acquisition of Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> ● Family members ● Personal and physical traits ● Months ● Numbers 200-1,000,000 ● Ordinal numbers ● Types of furniture found in the home ● Names of rooms in the home ● Common household items used in each room ● Common household chores ● Characteristics of a home ● The structures necessary to: <ul style="list-style-type: none"> ○ Describe homes ○ Describe the contents of homes ● Memorized and frequently practiced questions related to: <ul style="list-style-type: none"> ○ Rooms in the home ○ Location of items in the home ○ Family responsibilities and chores <p>The following items have already been assessed in previous 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"> ○ State a preference or an opinion ○ Express like and dislike 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and describe family members ● Identify household chores found in authentic materials from an electronic information source and other sources. ● Identify furniture and items in the home as found in videos of home tours from authentic electronic sources, advertisements for homes on the market, and/or written articles on homes and chores. ● Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores) using digital tools. ● Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores) using digital tools. ● Use memorized language to express preferences related to the division of household chores. ● Compare homes in the target and home cultures. Compare common household chores in the home culture with common chores in the target culture. ● Create a tour of a home from the target culture. Create multimedia rich visual representation of one's home or a home representative of the home culture. ● Retell highlights from an authentic video or simple written text that includes description of the home and its contents. ● Identify culturally specific household items and chores. ● Make comparisons using the correct structures.
<p><i>Key Grammar Concepts</i></p> <ul style="list-style-type: none"> ● Possessive adjectives ● Present Tense Regular AR, ER, IR 	

- Comparisons
- Ser vs. Estar
- Irregular Yo form (Yo -go verbs)

Textbook Resources

- Avancemos Level One:
 - Unit 3 (Puerto Rico- Comer en familia)
 - Lesson two only- En mi familia)
 - Unit 5 (Ecuador - Bienvenido a nuestra casa)
 - Lesson one only- Vivimos aquí
 - From lesson two-Irregular verbs

STAGE 2: ACCEPTABLE EVIDENCE

Transfer Task

Sample Performance Assessment Task: Teachers can assign either task to students.

1. Create and present a powerpoint about a famous family (members, physical descriptions, personal traits, age, choose a member most likely to represent you)
2. Design and exhibit your family tree. Use multi-media to make presentation

Learning Goal/SLO # 1– Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify family members, types of furniture found in the home, the names of rooms in a home, common household items, and household chores.

- I can identify various family members their physical and personal traits.
 - I can ask who someone is.
 - I can ask what someone is like.
 - I can describe what someone is like.
- I can understand basic information when someone talks about their home.
 - I can recognize the names of the rooms.
 - I can recognize the names of furniture.
 - I can match pictures based on oral descriptions of a home (color, size, location of items).
 - I can draw a picture based on oral descriptions of a home (color, size, location of items).
 - I can draw a picture of someone's favorite room based on oral descriptions.
- I can understand basic information when someone talks about household chores.
 - I can recognize the names of common household chores.
- I can determine household chores one likes to do and doesn't like to do
 - I can determine who does which chores.

Learning Goal/SLO # 2 - Skim and scan culturally authentic texts to identify cultural products and practices related to home and family life.

- I can read short written texts/ or watch a video that compare a home in my community with one in the target culture and identify commonalities and differences.

- I can read short written texts that compare things my family and I do at home with what families from the target culture do in their homes and identify commonalities and differences.

Learning Goal/SLO # 3 - Ask and respond to memorized questions about family members, the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language.

- I can ask memorized questions (yes/no, either/or and short response) related to the description of family/ home.
- I can answer simple questions (yes/no, either/or and short response) related to the description of family/ home.
- I can ask memorized questions (yes/no, either/or and short response) related to the division of household chores.
- I can answer simple questions (yes/no, either/ or and short response) related to the division of household chore

Learning Goal/SLO # 4 - Create a multimedia rich presentation to compare family, homes and household chores in the home and target cultures.

- I can use words, phrases, and memorized sentences to create a multimedia presentation that describes and compares families, homes, and chores common in my culture to those in the target culture.

Learning Goal/ SLO #5 - Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of family members, a home, its contents, and chores to describe homes in the target culture.

- I can use words, phrases, and memorized sentences to describe a famous family or a home from the target culture based on a text that includes:
 - Rooms typically found in the home
 - Furniture and other items commonly found in different rooms
 - Roles, responsibilities, and qualities of family members
- I can list or identify household chores commonly done by members of the target culture based on information found in a culturally-authentic text

STAGE 3: Activities

Interpretive:

They interpret authentic written and video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on home tours, descriptions of items in a home, and division of household responsibilities.

- Read Real Estate listings and complete an interpretive task
- Read an article of a famous/Royal family and answer questions
- Watch virtual tours of 2 homes/ 2 hotels in Spanish-speaking countries and complete a Venn Diagram comparing both sites (prices, locations, furniture, physical structure, capacity)

Interpersonal:

They 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 their homes, common household items, furniture and chores.

- Role-play the search for a vacation home in a Spanish-speaking country
- Interview a classmate about family members
- Respond to questions about home and family

Presentational:

They use lists, chunks of language and memorized phrases to describe the rooms and items in homes and to talk about chores in the home and target cultures.

- Create and present a PowerPoint about a famous family (members, physical descriptions, personal traits, age, choose a member most likely to represent you)
- Design and exhibit a family tree project

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