

Englewood Public School District

World Language, Spanish-I

First Marking Period

Unit 1: Getting Started: At School, In Class, Weather & All About Me

Overview: During this unit of study, students will be introduced to the basics of the language and culture of Spanish speaking nations. During this unit students will familiarize themselves with basic oral and written vocabulary words related to introducing and describing themselves, school life, social life, the weather, and preferences. Students will start using the Spanish language to exchange information about themselves and others, describe things, and respond to basic commands. Students will develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills. The Spanish I class will be supported by the *Realidades 1* Spanish program and text, which will cover different themes, support Spanish grammar and vocabulary development.

Time Frame: 40 to 44 Days

Enduring Understandings:

Students will understand that...

- *They can interact with others using Spanish vocabulary.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer simple questions in Spanish.*
- *They can communicate with others in a foreign language to obtain information, express feelings, and share opinions.*
- *They can describe themselves and others using adjectives in all four forms (masculine, feminine, singular, plural).*
- *They can greet people at different times of the day.*
- *They can respond to classroom directions.*
- *They can begin using numbers 1-100 to count, describe quantities, and tell time.*
- *They can identify parts of the body*
- *They can talk about things in the classroom*
- *They can talk about things related to the calendar, like dates, seasons, and weather conditions.*
- *They can understand cultural perspectives about what people like to do.*
- *They can talk about new vocabulary through the recognition of cognates.*

Essential Questions:

- *How can I use Spanish vocabulary that I know to describe, and identify myself and others?*
- *What is your school day like?*
- *Why are greeting so important in society?*
- *What do you and friends do during the day, after school, and at night?*
- *What things don't you and friends like to do?*

- How would someone describe you? What are your weaknesses and strengths?
- What makes a good friend?
- What traits must a leader have?
- Why is learning numbers important?
- What can you find in the classroom?
- What is the weather like today?
- How do you ask others what they like?
- What do people in Spain do during their free time?
- How does learning a foreign language help me become a global citizen?
- How does learning a foreign language help me gain critical 21st century skills?

Standards	Topics and Objectives	Activities	Resources	Assessments
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.	Topics All about school, the classroom, weather, preferences, me and my friends, adjectives, and expressing agreement.	As an introduction to this unit students will watch a video about talking about themselves in Spanish (CRP11)	You-Tube: <i>7 Talk about Yourself and Your Hobbies in Spanish + the verb GUSTAR</i> https://youtu.be/kj7UzUgWec	Benchmark Assessment: Common Formative Assessment
7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.	Objectives Students will <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Describe people, places, and things in Spanish • Listen to, learn, and sing Spanish songs • Learn to tell how old someone is in Spanish • Use appropriate gestures when greeting others, leaving others, and in daily interactions 	Students will be introduced to the Spanish Alphabet and numbers 1-25. They will create an interactive Spanish notebook with important resources. Have students write the numerals 1-25 on index cards. Shuffle the cards and place them face down. Each player draws two cards and says the number that is formed.	REALIDADES 1/B/1 Para empezar Realidades 1 Para empezar Realidades 1 Para empezar	Formative Assessment: <ul style="list-style-type: none"> • Participation/ Observations • Questioning • Discussions • Anecdotal Notes • Graphic Organizers • Peer/Self Assessments • Presentations • Visual Representations • Individual Whiteboards • “Do now” • Projects
7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).		Students will be introduced to new	Realidades 1 Para empezar	

<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.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.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</p>	<ul style="list-style-type: none"> • Ask simple questions in target language. • Understand and use common Spanish expressions • Identify, name, and label school and classroom related objects and activities • Learn about Spanish culture • Learn how to use and write adjectives in Spanish • Learn correct word order when using singular and plural adjectives to describe things • Conjugate and use the verbs “estar” and “ser” • Learn and use definite and indefinite articles in oral and written language • Learn and use the plural forms of nouns and articles in oral and written language • Use print, recorded, and digital media to learn Spanish • Respond to classroom directions • Begin using numbers 1-100. • Tell time • Use the Spanish alphabet to spell words 	<p>vocabulary in three sets: days of the week, months of the year, and asking and telling the date. Show students a calendar, and explain that in most Spanish-speaking countries, calendars start with Monday. Prompt students to ask me: ¿Qué día es hoy? Respond and point to the day at the top of the calendar, then ask students: y mañana, ¿Qué día es mañana? Repeat this exercise for each of the days of the week. Then introduce the month in order. As they listen, ask students to raise their hand when they hear their birth month. Use the dialogues to introduce how to ask the date. Practice other dates by flipping through a calendar and pointing to random dates. They will then complete written activities. Correct activities as a group. Record answer on the board. Workbook activities will be given as homework.(6.1.12.D.14.f)</p> <p>Introduce the seasons, model pronunciations. Then say the months of a</p>	<p><i>Workbook</i></p> <p><i>Realidades 1 Para empezar</i></p> <p><i>Work Book</i></p> <p><i>YouTube: How to tell time in Spanish with Basho & Friends</i> https://youtu.be/IOhugB3CNYU</p> <p><i>Tema 1: Mis amigos y yo 1A: ¿Qué te gusta hacer? • infinitives</i> • <i>expressing agreement or disagreement</i></p> <p><i>Tema 1: Mis amigos y yo 1A: ¿Qué te gusta hacer? • infinitives</i> • <i>expressing agreement or Disagreement</i></p> <p><i>Magnificent Mandalas</i> https://www.schoolspecialty.com/magnificent-mandalas-lesson-plan</p> <p><i>Realidades 1 1B: Y tú, ¿cómo eres?</i></p>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Pre-test, test, and daily work • Quizzes • District benchmark or interim assessments • End-of-unit or tests • Scores that are used for accountability for schools (AYP) and students (report card grades) • Rubrics <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. • Students will create a portfolio of completed drawings,
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<p>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 topics or on topics studied in other content areas.</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>	<ul style="list-style-type: none"> • Identify the seasons • Talk about leisure activities • Understand cultural perspectives on a favorite activity • Use correct grammar when speaking and writing • Talk about new vocabulary through the recognition of cognates • Role play 	<p>particular season (septiembre, octubre, noviembre) and ask students to choose which one it is. Then, introduce the weather conditions for each season. Ask students questions on how the weather is like in different months of the year. They will then complete written activities. Correct activities as a group. Record answer on the board. Workbook activities will be given as homework.</p> <p>Following a teacher-led lesson on telling time, students will watch a video about telling time and play ¿Qué hora es? Teacher will point to the clock, and have students tell me the time. Write different times on the board and prompt students to say what time it is.</p> <p>Students will create vocabulary flashcards using index cards and work in pairs quizzing one another.</p> <p>Have students interview each other about activities they like to do. Ask</p>	<p><i>Realidades 1</i> 1B: Y tú, ¿cómo eres? • adjectives</p> <p><i>Realidades 1</i> 1B: Y tú, ¿cómo eres? • adjectives • definite and indefinite articles</p> <p><i>Realidades 1</i> 1B: Y tú, ¿cómo eres? • adjectives • word order: placement of adjectives</p> <p>Carmen Lomas Garza http://carmenlomasgarza.com</p> <p><i>Realidades 1</i> 2B: Tu sala de clases</p> <p>Teacher Toolkit: Frayer Model http://www.theteachertoolkit.com/index.php/tool/frayer-model</p> <p><i>Realidades 1</i></p>	<p>writings, audio recordings, and other products related to their study of Spanish.</p> <ul style="list-style-type: none"> • Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.
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<p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		<p>students to brainstorm a list of activities and write five question using Te gusta...? Tell them to interview a different classmate for each question. After they have completed the interview, ask volunteers: ¿Qué te gusta hacer? (CRP4)</p> <p>Ask students to brainstorm leisure activities they like and do not like to do while I write them on the board, then have students write their own lists.</p> <p>Have students silently read the conversation between Ana and Tomás, then have the students Role-play the conversation in pairs.</p> <p>Project Based Learning: Project 1</p> <p>Have students create a Mandala poster board explaining what they enjoy doing themselves, with their friends and with their family. Students should present to the class. (CRP2, CRP4, CRP6) (6.1.12.D.14.f)</p>	<p>2B: <i>Tu sala de clases</i></p> <ul style="list-style-type: none"> • plural forms of nouns and articles <p><i>Realidades 1</i></p> <p>2B: <i>Tu sala de clases</i></p> <ul style="list-style-type: none"> • plural forms of nouns and articles • the verb <i>estar</i> <p>Google Classroom applications</p> <p>Spanish Quiz of Definite and Indefinite Articles https://quizlet.com/2892562/spanish-quiz-of-definite-and-indefinite-articles-flash-cards/</p> <p>Spanish Infinitive and Negative https://quizlet.com/77675694/spanish-infinitive-and-negative-words-flash-cards/</p> <p>Read-Write-Think Interactive Venn Diagram http://www.readwritethink.org/files/resources/interactives/venn_diagrams/</p> <p>My Free Bingo Card</p>	
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As a group, students will read, analyze, and respond to oral and written questions on how to give name, age, address, nationality and physical traits. (CRP12)

Students will complete written activities on new vocabulary and grammar. Correct as a group and record answers on the board. Workbook activities will be given as homework.

Following a teacher led lesson on adjectives, students will interview one another using the following questions: What is your name? When is your birthday and how old are you? What is your favorite color? What is your favorite past time? Where do you live? What is your favorite class?(CRP4, CRP2)

Following a teacher-led grammar lesson about definite and indefinite articles, students will practice using articles using a text based activity

<https://myfreebingocards.com/bingo-card-generator>

Recommended Books:

- *501 Spanish Verbs 6th Ed., Barron's*
- *Easy Spanish Step by Step By Barbara Bregstein*
- *Living Language-Spanish*
- *Spanish Now! Level 1*
- *Spanish for Dummies*
- http://americareadsspanish.org/libro/ARS_Essential_Guide_to_Spanish_Reading_for_Children_and_Young_Adults.pdf

Core Instructional/ Supplemental Materials:

Textbook: *Realidades 1*
Workbook: *Realidades 1*
Videos: *Realidades 1*
CD-Rom: *Realidades 1*

Quizlet
<https://quizlet.com>

Spanish for teachers
<http://spanish4teachers.org/spanishworksheets/>

Following a teacher-led lesson on word order: placement of adjectives and teacher modeling, students will write a descriptive paragraph about themselves

Following a teacher led lesson on Spanish grammar focusing on descriptive adjectives, students will work in small groups and play the “How does it look?” and “What is Happening” game (¿Como es? And ¿Que esta pasando?) and describe Carmen Garza’s painting using articles, adjectives, and learned unit vocabulary (CRP2, CRP4, CRP12, CRP11) (9.2.12.C.3)

Following a teacher-led vocabulary lesson on school related vocabulary, students will create Frayer Model vocabulary flashcards

Following a teacher led grammar lesson on the plural forms of nouns and articles,

Edutopia: Four Spanish-Language Young Adult Novels Worth Reading

<https://www.edutopia.org/discussion/four-spanish-language-young-adult-novels-worth-reading>

Students will complete a text based practice assignment

Students will work in small groups to create post-it note labels for classroom objects (CRP12)

Following a teacher-led grammar lesson on the verb estar, students will work in pairs and orally conjugate the verb estar and use it in a sentence

Following teacher modeling, students will create a digital schedule of their day at school listing all their classes and afterschool activities.
(8.1.12.A.1, 8.1.12.A.2)
(CRP11, 9.2.12.C.3)

Following a teacher based lesson on definite and indefinite articles, students will work in pairs to describe people in the classroom

Following teacher led lessons on Spanish grammar with an emphasis on infinitives, negatives, and expressing agreement or

		<p>disagreement, students will orally compare and contrast Halloween versus Dia De Los Muertos using learned vocabulary (CRP1, CRP2, CRP4, CRP11)</p> <p>Ask another student where he or she is going during a particular season and what activities would be done there. (CRP1., CRP2, CRP4, CRP11)</p> <p>Students will learn numbers 26-100 and play Spanish Bingo to practice all numbers 1-100.</p> <p>In honor of Hispanic Heritage Month students will learn about famous artists from Spanish speaking countries.</p>		
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Integration of 21st Century Standards NJSL 9:

9.2.12.C.3: Identify transferable career skills and design alternate career plans.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Speak and display vocabulary ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Use visuals ● Provide peer tutoring ● Chants, songs, choral reading ● Work toward longer passages as skills in English increase ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Preferential seating ● Small group instruction ● Use audio books ● Allow extra time to complete assignments or tests ● Assign a picture or 	<ul style="list-style-type: none"> ● Change work requirements to reduce activity time ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● One-on-one instruction ● Small group instruction ● Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home. ● Solidify and refine concepts through repetition. ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Allow extra time to complete assignments or tests ● Peer modeling ● Teacher modeling ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. 	<ul style="list-style-type: none"> ● Debrief students ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Ask open-ended questions ● Use centers and group students according to ability and interest ● Create an enhanced set of introductory

<p>movement to vocabulary words</p> <ul style="list-style-type: none"> • Small group instruction-guided reading and guided writing • Oral prompts can be given. • Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> • Teacher reads aloud daily • Use audio books • Allow extra time to complete assignments or tests • Use a scribe for non-writers • Large print texts and or Braille, or audio books • Augmentative communication system • Assistive Technology • Oral prompts can be given. • Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Oral prompts can be given. • Allow answers to be given orally or dictated 	<p>activities</p> <ul style="list-style-type: none"> • Organize and offer flexible small group learning activities • Use centers, contracts, or stations
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Interdisciplinary Connections:

Social Studies:

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Integration of Technology Standards NJSLS 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Key Vocabulary: adios, Buenos dias, Buenas tardes, Buenas, noche, ¿Como estas? Bien, gracias, hasta luego, si, no, gracias, de nada, ¿Cuál es tu nombre?,¿Cómo te llamas?, nos vemos, mucho gusto, igualmente, regular, muy bien, nada, ¿Que pasa?, hoy, mañana, **términos literarios-** obras de teatro, teatro, actores, personajes, argumento, narrador, escena, acto, voz, ritmo, dicción, drama, comedia, tragedia, literatura, narrativa, antagonista, protagonista, clímax, introducción, conclusion, trazar, analizar, comparar, contrastar, diálogo, motivación, perseverancia, **Clase:** la mesa, pupitre, la

silla, el lápiz, la puerta, el escritorio, el libro, el reloj, el mapa, el globo, el/la maestro/a, el borrador, **Gente y personalidades**- amigos, gente famosa, amigable, amable, cariñosa, feliz, confiable, responsable, rica, talentosa, agradable, extrovertida, inteligente, divertida, ingeniosa, mala, cansada, ocupada, enferma, triste, contenta

Englewood Public School District

World Language, Spanish-I

Second Marking Period

Unit 2: All About School , Extra Curricular Activities & Eating Habits

Overview: During this unit of study, students will continue to learn about school related topics including a typical high school day and descriptions of classes. Students will also discuss extra-curricular activities and hobbies that they may have beyond the school day. Students will develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills. The Spanish 1 program will be supported by the *Realidades 1* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary.

Time Frame: 42 to 46 Days

Enduring Understandings:

Students will understand that...

- *They can describe my school day in Spanish.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer simple questions in Spanish.*
- *They can describe people, places, and things in a foreign language.*
- *They can compare and contrast school activities, school or classroom rules, and items needs needed for different classes.*
- *They can demonstrate knowledge of new vocabulary to communicate about classroom tasks and items.*
- *They can read and interpret a picture-based story.*
- *They can compare and contrast my school day with that of a student from a Spanish Speaking Country.*
- *They can analyze the difference between English and Spanish sentences containing affirmative and negative words.*
- *They can describe my extra-curricular activities and those of others.*
- *They can make comparisons using correct Spanish grammar.*
- *They can making healthy lifestyle choices.*
- *They can name breakfast and lunch foods.*

Essential Questions:

- *How does learning a foreign language help me become a global citizen?*
- *How does learning a foreign language help me gain critical 21st century skills?*
- *What classes do you have this year and what period is each class?*
- *How would you describe each class?*
- *What are the school rules that you can and can't do?*

- What is a stem-changing verb and how does it work?
- Why do you come to school?
- How will asking and answering questions in Spanish help me improve my oral comprehension and speaking skills?
- What are your extra-curricular activities and what are those of others?
- Where do people like to go and what do they like to do in their free time?
- Why is it important to my healthy lifestyle choices?
- What type of foods can I eat for breakfast and lunch?

Standards	Topics and Objectives	Activities	Resources	Assessments
<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.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</p>	<p>Topics</p> <p>All about school and extra-curricular activities, breakfast and lunch foods, and healthy lifestyle choices</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness <p>http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language 	<p>As an introduction to this unit, students will watch a video about education in a Spanish speaking country. (6.2.12.D.6.a)</p> <p>Introduce students to the theme of the chapter, school schedules, and subjects by discussing what their school day is like now. Ask students to predict what some of the vocabulary words may be based on the context. Help students locate the countries featured in the chapter by using maps.</p> <p>Following teacher led grammar lessons on subject pronouns and present tense of -ar verbs, students will complete workbook exercises</p>	<p>YouTube: Schools in Mexico https://youtu.be/0joESbxd_Bw</p> <p><i>Realidades 1</i> Tema 2: La escuela 2A: Tu día en la escuela</p> <ul style="list-style-type: none"> • subject pronouns • present-tense of –ar verbs <p>2B: Tu sala de clases</p> <ul style="list-style-type: none"> • plural forms of nouns and articles • the verb estar <p><i>Realidades 1</i> Tema 2 La escuela 2A: Tu día en la escuela</p> <ul style="list-style-type: none"> • subject pronouns • present-tense of –ar verbs <p>2B: Tu sala de clases</p> <ul style="list-style-type: none"> • plural forms of nouns and articles • the verb estar 	<p>Benchmark Assessment: Midterm Assessment</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Participation/ Observations • Questioning • Discussions • Anecdotal Notes • Graphic Organizers • Peer/Self Assessments • Presentations • Visual Representations • Individual Whiteboards • “Do now” • Project <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Pre-test, test, and daily work • Quizzes

<p>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.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.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</p>	<ul style="list-style-type: none"> • Listen to, learn, and sing Spanish songs • Play matching games related to unit vocabulary • Ask and answer simple questions in target language • Students will categorize and classify objects • Understand and use common Spanish commands • Use print, recorded, and digital media to learn Spanish • Use digital media to learn about Spanish speaking countries and people • read, listen to, and explain information about the school day • discuss the school day • ask and tell about likes and dislikes • use subject pronouns • use verbs that end in -ar • read a brochure about a school in Costa Rica • talk about some of your classes • learn class subjects • learn the ordinal numbers • learn about the things you need for school • learn adjectives to describe classes 	<p>Following a teacher led vocabulary lesson on theme 2 vocabulary, students will work in pairs to write sentences about their school day.(CRP4)</p> <p>Following a teacher led grammar lesson on the plural forms of nouns and articles, Students will complete a text based practice assignment</p> <p>Students will work in small groups to create post-it note labels for classroom objects.</p> <p>Following a teacher-led grammar lesson on the verb <i>estar</i>, students will work in pairs and orally conjugate the verb <i>estar</i> and use it in a sentence</p> <p>Students will listen to and read a picture-based story; which provides information about school subjects, schedules, supplies; information about language school in Costa Rica. (6.2.12.D.6.a, 6.1.12.D.16.a)</p> <p>Students will work with a partner to compare and</p>	<p>La escuela 2A: Tu día en la escuela</p> <ul style="list-style-type: none"> • <i>subject pronouns</i> • <i>present-tense of –ar verbs</i> <p>2B: Tu sala de clases</p> <ul style="list-style-type: none"> • <i>plural forms of nouns and articles</i> • <i>the verb estar</i> <p>Read-Write-Think Interactive Venn Diagram http://www.readwritethink.org/files/resources/interactives/venn_diagrams/</p> <p>Google Forms https://www.google.com/forms/about/</p> <p>Realidades 1 Tema 3: La comida 3A: ¿Desayuno o almuerzo?</p> <ul style="list-style-type: none"> • <i>present-tense of –er, -ir verbs</i> • <i>me gustan/me encantan</i> <p>3B: Para mantener la salud</p> <ul style="list-style-type: none"> • <i>plural of adjectives</i> • <i>the verb ser</i> <p><i>Realidades 1</i> 3B: Para mantener la salud</p> <ul style="list-style-type: none"> • <i>plural of adjectives</i> • <i>the verb ser</i> 	<ul style="list-style-type: none"> • District benchmark or interim assessments • End-of-unit or tests • Scores that are used for accountability for schools (AYP) and students (report card grades) • Rubrics <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. • Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.
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<p>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 topics or on topics studied in other content areas.</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</p>	<ul style="list-style-type: none"> • learn about school activities • talk about homework and classes • read, listen to, and explain information about the classroom and where objects are located • describe a classroom • talk read, listen to, and explain information about foods and beverages for breakfast and lunch • demonstrate an understanding of cultural differences regarding snacks • talk about preferences concerning foods and beverages; eating habits during different meals; favorite activities 	<p>contrast their school with a school in Mexico or Costa Rica using an interactive Venn Diagram (6.1.12.D.14.f, 6.1.12.D.16.a) (CRP2, CRP11)</p> <p>Have students prepare a schedule of their classes. Have them put their teachers' name under each subject, using Profesor + (name) and Profesora + (name). Ask students to write three sentences about their schedule.</p> <p>Project Based Learning: Project 1</p> <p>Have students prepare a short survey using Google Forms to interview their classmates about their opinion on each class. Suggest that they use the words interesante, divertida, aburrida, práctica, fácil and difícil as categories. Have them present the results in a chart with the adjectives going down the left side and the names of classes going across the top. (9.2.12.C.3) (CRP2, CRP4, CRP11, CRP12,</p>	<p>Teacher Toolkit: Frayer Model http://www.theteachertoolkit.com/index.php/tool/frayer-model</p> <p><i>Realidades 1</i> 3B: Para mantener la salud • plural of adjectives</p> <p><i>Realidades 1</i> 3B: Para mantener la salud • the verb <i>ser</i></p> <p>Realidades1 3B: Para mantener la salud</p> <p>Word Processor Internet access</p> <p>Realidades1 3B: Para mantener la salud</p> <p>Large Box Empty food products Canned food</p> <p>My Free Bingo Cards https://myfreebingocards.com</p> <p>Quizlet</p>	<ul style="list-style-type: none"> • Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.
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<p>materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		<p>CRP6)(8.1.12.A.2, 8.1.12.A.1)</p> <p>Explain to students that in some parts of Latin America students begin classes at 7 am in order to end the day at 1 or 2 pm so they can go home for lunch. Lunch is the main meal of the day and family members often gather to eat at home.</p> <p>Following a teacher-led vocabulary lesson on healthy lifestyle choices, students will complete Frayer model flashcards for select vocabulary words and work in pairs to oral say vocabulary words</p> <p>Following a teacher-led grammar lesson on plural adjectives, students will write simple sentences using unit vocabulary and plural adjectives</p> <p>Following a teacher-led grammar lesson on the verb “ser”, students will work in pairs to orally conjugate the verb and complete a text-book based writing assignment</p>	<p>https://quizlet.com/subject/Spanish-classroom-words/</p> <p>30 Excellent Career Options for Spanish Speakers https://www.hol.edu/uploads/essays/Querer-with-Infinitives-Lesson-Plan-and-Resource-Packet-591349566e77a.pdf</p> <p>Recommended Books:</p> <ul style="list-style-type: none"> • <i>501 Spanish Verbs 6th Ed., Barron’s</i> • <i>Easy Spanish Step by Step By Barbara Bregstein</i> • <i>Living Language-Spanish</i> • <i>Spanish Now! Level 1</i> • <i>Spanish for Dummies</i> • http://americareadsspanish.org/libro/ARS_Essential_Guide_to_Spanish_Reading_for_Children_and_Young_Adults.pdf <p>Core Instructional/ Supplemental Materials:</p> <p>Textbook: <i>Realidades 1</i> Workbook: <i>Realidades 1</i></p>	
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Have students practice SER by first saying their own names (soy...). Then point to or group other students to demonstrate the other forms.

Ask students to create a poster with foods they eat and exercises they do to stay healthy. The poster should include information about why the foods and exercises are healthy.

Project Based Learning Project 2

Have students work in small groups to create menus for three meals in a health-food restaurant. Have students think of a creative name for their restaurant, write their menus, and decorate them with drawings or pictures. Display the menus.
(CRP2, CRP4, CRP11, CRP12, CRP6)(8.1.12.A.2, 8.1.12.A.1,)

Create a “refrigerator” out of a cardboard box with a flap for the door. Bring real food items, or empty packaging that suggests these items to class. Place

**Videos: *Realidades 1*
CD-Rom: *Realidades 1***

Quizlet

<https://quizlet.com>

Spanish for teachers

**[http://spanish4teachers.org/
spanishworksheets/](http://spanish4teachers.org/spanishworksheets/)**

**We Are Teachers: Picture
Books for High School**

**[https://www.weareteachers.c
om/picture-books-for-high-
school/](https://www.weareteachers.com/picture-books-for-high-school/)**

My Free Bingo Cards

**[https://myfreebingocards.co
m](https://myfreebingocards.com)**

		<p>several of the items in the refrigerator, and then open the door for students to see for three seconds. Close the door and have them list as many items as they can remember.</p> <p>Discuss what kinds of foods should be eaten daily and which should not be eaten in excess. Ask volunteers to perform their conversations.</p> <p>Students will review unit vocabulary by playing BINGO, Word Searches, and Concentration/Memory games</p> <p>Students will research different careers (traditional and non-traditional) that may use Spanish. Students will then develop a list of these careers and select one of the careers to write a paragraph about in Spanish. (9.2.12.C.5)</p>		
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Integration of 21st Century Standards NJSLS 9:

9.2.12.C.3: Identify transferable career skills and design alternate career plans.

9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">• Work toward longer passages as skills in English increase• Introduce key vocabulary before lesson• Teacher reads aloud daily• Preferential seating• Small group instruction• Use audio books• Allow extra time to complete assignments or tests• Assign a picture or movement to vocabulary words• Small group instruction-guided reading and guided	<ul style="list-style-type: none">• Utilize modifications & accommodations delineated in the student’s IEP• Work with paraprofessional• Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.• Work with a partner• One-on-one instruction• Small group instruction• Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home.• Solidify and refine concepts through repetition.• Change work requirements to reduce activity time	<ul style="list-style-type: none">• Using visual demonstrations, illustrations, and models• Allow extra time to complete assignments or tests• Peer modeling• Teacher modeling• Give directions/instructions verbally and in simple written format.• Peer Support• Increase one on one time• Teachers may modify	<ul style="list-style-type: none">• Create an enhanced set of introductory activities• Organize and offer flexible small group learning activities• Use centers, contracts, or stations• Debrief students• Curriculum compacting• Inquiry-based instruction• Independent study• Higher order thinking skills

<p>writing</p> <ul style="list-style-type: none"> ● Oral prompts can be given. ● Allow answers to be given orally or dictated ● Speak and display vocabulary ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Use visuals ● Provide peer tutoring ● Chants, songs, choral reading 	<ul style="list-style-type: none"> ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<p>instructions by modeling what the student is expected to do</p> <ul style="list-style-type: none"> ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Ask open-ended questions ● Use centers and group students according to ability and interest
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Interdisciplinary Connections:

Social Studies:

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

Integration of Technology Standards NJSLS 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Key Vocabulary: **Clase:** la mesa, pupitre, la silla, el lápiz, la puerta, el escritorio, el libro, el reloj, el mapa, el globo, el/la maestro/a, el borrador, **Materiales** escolares: carpetas, papel, lápices, crayones, mochila, lápices de colores, borradores, **Escuela-** Horario escolar, clases, períodos, primer período, segundo período, tercero, cuarto, quinto, programación de bloque, materias, materia, profesor, compañeros de clase, artes del lenguaje, idiomas del mundo, matemáticas, arte, música, educación física, ciencias, estudios sociales, historia, laboratorio, almuerzo, centro de medios, biblioteca, oficina de orientación, oficina principal, consejero. **Alimentos y Comidas-** desayuno, almuerzo, como, comí, comeré, durante el desayuno, cereales, huevos, pan, tostadas, salchichas, tocino, yogurt, agua, café, leche, jugo de naranja, bebidas, refrescos, limonada, té, helado, para el almuerzo voy a comer, ensalada, ensalada de frutas, un sándwich, papas fritas, manzana, naranja, plátano, uvas, verduras, frijoles, nuggets de pollo, embutidos, gelatina, hamburguesa, queso, chocolate, pizza, cena, bistec, arroz, frijoles, carne, pescado, pollo, mariscos, cebollas, pasta, verduras, papa al horno, postres, tortas, galletas, pasteles, tengo hambre, tengo sed.

Mantener la salud- Vida saludable: ejercicio, caminar, correr, practicar deportes, levantamiento de pesas, aeróbicos, baile, educación física, comer sano, frutas, verduras, vitaminas, agua, proteínas, grasas, carbohidratos, dormir, descansar, leer, escribir, compartir sus sentimientos , mantén amigos, cuídate.

Englewood Public School District

World Language, Spanish-I

Third Marking Period

Unit 3: Recreation & Leisure, Out & About, and Family Parties

Overview: During this unit, students will continue to familiarize themselves with oral and written vocabulary words related to recreation, leisure, going out, traveling, and family events and celebrations. Students will start using the Spanish language to talk about preferences, express opinions, and talk about familiar activities. Students will continue to develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills. The Spanish I program will be supported by the *Realidades I* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary.

Time Frame: 43 to 47 Days

Enduring Understandings:

Students will understand that...

- *They can share my preferences and ideas in a foreign language.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer simple questions in Spanish.*
- *They can identify and label items into specific categories based upon attributes and number.*
- *They can use correct Spanish grammar in my oral and written language.*
- *They can describe people and things using correct Spanish grammar.*
- *They can invite friends and family to events and activities.*
- *They can discuss leisure activities.*
- *They can read, write, listen, and explain information about places to go when not in school.*
- *They can read and talk about different sports and past times; emotions and states of being when certain events and activities occur.*
- *They can read, listen to, and talk about family celebrations and parties.*
- *They can present information about families and celebrations.*

Essential Questions:

- *How does learning Spanish vocabulary improve my reading skills?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning a foreign language increase my 21st Century Skills?*
- *How does learning Spanish reinforce my written and oral language skills?*
- *How do I use and conjugate verbs in my oral and written Spanish?*
- *What do you do with your family or friends on the weekends, holidays, etc.?*

- What activities are offered in your community and surrounding towns?
- How do you celebrate a birthday?
- How do you plan a party?
- Why is family important?

Standards	Topics and Objectives	Activities	Resources	Assessments
<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.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>Topics</p> <p>Past times, leisure, traveling, going out, family parties and birthdays</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross-cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness <p>http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Listen to, learn, and sing Spanish songs • Play matching games related to unit vocabulary 	<p>As an introduction to the lesson, students will watch a video about ‘What Is A Quinceañera?’, after watching the video, students will take an informal poll to see if anyone has been to or been in a Quinceañera. (6.1.12.D.14.f)</p> <p>Following a teacher-led vocabulary lesson on family names, students will name, classify and name family members: Mother, father, grandmother, grandfather, son, daughter, sister, brother, baby, aunt, uncle, cousin (padre, madre, abuelo, abuela, hermano, hermana, tío, tía, bebé, hijo, hija, prima, primo)</p> <p>Students will work in small groups to create poster size family trees using the correct Spanish names.(CRP12)</p>	<p><i>YouTube: What Is A Quinceañera?</i> https://youtu.be/GDfR6N4RgFM</p> <p><i>Realidades 1</i> Tema 5: Fiesta en familia 5A: Una fiesta de Cumpleaños • the verb <i>tener</i> • possessive adjectives</p> <ul style="list-style-type: none"> • Poster board • Markers • Photos <p><i>Realidades 1</i> Tema 5: Fiesta en familia 5A: Una fiesta de Cumpleaños • the verb <i>tener</i> • possessive adjectives</p> <p>My Free Bingo Card https://myfreebingocards.com/bingo-card-generator</p>	<p>Benchmark Assessment: Common Formative Assessment</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Participation/ Observations • Questioning • Discussions • Anecdotal Notes • Graphic Organizers • Peer/Self Assessments • Presentations • Visual Representations • Individual Whiteboards • “Do now” • Projects <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Pre-test, test, and daily work • Quizzes

<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.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.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>	<ul style="list-style-type: none"> • Ask and answer simple questions in target language • Categorize and classify objects • Understand and use common Spanish commands • Compare and contrast people, places, and things relate to unit vocabulary • talk about locations in your community • discuss leisure activities • talk about where you go and with whom • learn how to ask questions • understand cultural perspectives on leisure activities • read, listen to and explain information about places to go to when you're not in school • communicate about leisure activities • tell where you go and with whom • use the verb IR and ask questions • read about after-school and weekend activities offered at a mall • to talk about: sports and pastimes; emotions and states of being; when 	<p>Following a teacher-led grammar lesson on the verb tener and a lesson on possessive adjectives, students will work in pairs to ask and answer the following questions: ¿Cuántos miembros tienes en tu familia?, ¿Cómo se llama tu madre/padre?</p> <p>Students will play a game of Spanish Bingo to review family names</p> <p>Following a teacher led vocabulary lesson on past time words, students will work in pairs to create past time vocabulary flashcards with illustrations</p> <p>Following a teacher led lesson about the verb to go (ir), students will complete a text book based activity related to the verb ir</p> <p>Following a teacher led grammar lesson on asking questions, students will work in pairs to and ask one another "Where they are going?" and "What they are doing?" (CRP2, CRP4)</p>	<p><i>Realidades 1</i> Tema 4: Los pasatiempos 4A: ¿Adónde vas?</p> <ul style="list-style-type: none"> • the verb ir • asking questions <p><i>Realidades 1</i> Tema 4: Los pasatiempos 4A: ¿Adónde vas?</p> <ul style="list-style-type: none"> • the verb ir • asking questions <p><i>Realidades 1</i> Tema 4: Los pasatiempos 4A: ¿Adónde vas?</p> <ul style="list-style-type: none"> • asking questions <p>Tema 4: Los pasatiempos 4A: ¿Adónde vas?</p> <ul style="list-style-type: none"> • asking questions <p>Tema 4: Los pasatiempos 4A: ¿Adónde vas?</p> <p><i>Realidades 1</i> Tema: 4A, 4B, 5A</p>	<ul style="list-style-type: none"> • District benchmark or interim assessments • End-of-unit or tests • Scores that are used for accountability for schools (AYP) and students (report card grades) • Rubrics <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. • Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.
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<p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>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> <p>7.1.NM.C.5</p>	<p>certain events and activities occur</p> <ul style="list-style-type: none"> • extend, accept, or decline invitations • read and listen to information about sports and pastimes • listen to information about how people are feeling • listen and watch a video about sports and pastimes • read, listen to and understand information about activities outside of school • Use print, recorded, and digital media to learn Spanish • Use digital media to learn about Spanish speaking countries and people • Write an invitation to an event • describe families • talk about celebrations and parties • ask and tell age • express possession • understand cultural perspectives on family and celebrations 	<p>Following a teacher led lesson on asking questions, students will work in pairs and ask each other questions about what they like and where they are going? (CRP2, CRP4)</p> <p>Have students create a calendar for the coming month on which they label where they are going and at what times. Have students quiz one another: ¿Qué haces los domingos? ¿Qué haces el 18? (CRP2, CRP4, 9.2.12.C.3)</p> <p>Have students create illogical sentences, e.g., Nado en la biblioteca. Ask volunteers to write on the board and have the class correct them.</p> <p>Draw the line diagram on the board and have volunteers write places they go under the correct time expression.</p> <p>Teacher will review the days of the week and have students write a short paragraph telling what</p>	<p>Realidades 1 Tema 5: Fiesta en familia 5A: Una fiesta de Cumpleaños</p> <p>Realidades 1 Tema 5: Fiesta en familia 5A: Una fiesta de Cumpleaños www.pinterest.com</p> <ul style="list-style-type: none"> • Cardstock • Markers • GramActiva video <p>Realidades 1 Tema 5: Fiesta en familia 5A: Una fiesta de Cumpleaños</p> <ul style="list-style-type: none"> • Picture from home <p>Realidades 1 Tema 5: Fiesta en familia 5A: Una fiesta de Cumpleaños</p>	<ul style="list-style-type: none"> • Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.
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<p>Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		<p>they usually do each day of the week. Verify their spelling and have them make necessary corrections before placing the paragraphs on the bulletin boards.</p> <p>Following a teacher led vocabulary lesson focusing on theme 4 & 5 vocabulary, students will work in pairs to quiz each other on the vocabulary. Then they will create flashcards.</p> <p>Ask students to work with a partner and talk about celebrations in their own family or in families they know. Which family members are at these celebrations? Who helps in the planning and preparations? What kinds of planning and preparation are involved? Which celebrations are the most special? (CRP4, CRP12)</p> <p>Have students plan a party where every guest has to bring things to the party. Students will browse fiestas on Pinterest to get ideas. Show students how to make a simple</p>	<p>Realidades 1 Tema 5: Fiesta en familia 5A: Una fiesta de Cumpleaños</p> <ul style="list-style-type: none"> • Family pictures <p>YouTube: What Job Can I do With Foreign Language Skills?</p> <p>https://youtu.be/os2K6pilr7k</p> <p>Recommended Books:</p> <ul style="list-style-type: none"> • <i>501 Spanish Verbs 6th Ed., Barron's</i> • <i>Easy Spanish Step by Step By Barbara Bregstein</i> • <i>Living Language-Spanish</i> • <i>Spanish Now! Level 1</i> • <i>Spanish for Dummies</i> • http://americareadsspanish.org/libro/ARS_Essential_Guide_to_Spanish_Reading_for_Children_and_Young_Adults.pdf <p>Core Instructional/ supplemental materials:</p>	
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invitation with entries as follows: La fecha:____, La hora:____; El lugar:____(for example, en la casa de Martina). Then have students request that people bring food or decorations next to the entry: Por favor, necesitamos: _____ y _____.
(8.1.12.A.1, 8.1.12.A.2)
(6.1.12.D.14.f)

Use the textbook to present the verb TENER. Use the GramActiva video to reinforce grammar explanations.

Have students bring in a photo of a recent family celebration or a magazine cutout of people at a party. Then have them brainstorm what they could say to describe the scene. In small groups, have them ask and answer questions such as: Por qué celebran? Quién está en la fiesta? Qué hacen? In small groups, have students describe the scene using their vocabulary. Start them off with “En la fiesta, hay...” and have them

Textbook: *Realidades 1*
Workbook: *Realidades 1*
Videos: *Realidades 1*
CD-Rom: *Realidades 1*

Quizlet
<https://quizlet.com>

Spanish for teachers
[http://spanish4teachers.org/
spanishworksheets/](http://spanish4teachers.org/spanishworksheets/)

create two or three original sentences to be shared with the class. Once the responses have been discussed, ask students to compare the people and activities pictured with what might go on at their own birthday party.(CRP2) (6.1.12.D.14.f)

Have students bring in a photo of their family, a school function (sport event, club photo), or a photo of themselves on vacation. Working with partners, have students describe the photos. Provide a list of possessive adjectives that the students need to practice, and have them include those words in their descriptions. After correcting spelling and grammar errors, have students write their descriptions on construction paper and attach the photos. Display them in the classroom.

Project Based Learning:
Have students research places to go on a seven

day vacation to a Spanish speaking country and present their information as a postcard. Have students write sentences saying where they plan to go while they are there and what they are going to do. Afterwards, students will work in pairs to create a travel brochure to present to the class.

(CRP1, CRP2, CRP4, CRP6, CRP11, CRP12, 9.2.12.C.3) (8.1.12.A.1, 8.1.12.A.2) (6.1.12.D.14.f, 6.2.12.D.6.a, 6.1.12.D.16.a)

Project Based Learning:

Have students create advertisements for a sports club or outdoor recreation facility in Englewood. They should include a variety of activities, hours of operation, and contact information. Suggest that they illustrate the advertisements, and then post them in the room to be used to guide further conversations about sports and leisure-time activities.

(CRP2, CRP4, CRP6, CRP11, CRP12, 9.2.12.C.3, 9.2.12.C.5) (8.1.12.A.1, 8.1.12.A.2)

		(6.1.12.D.6.a, 6.1.12.D.14.f) Students watch a video to explore careers where having a second language is beneficial. Students will watch a video about different jobs for people with Foreign Language Skills.(9.2.12.C.5)		
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Integration of 21st Century Standards NJSL 9:

9.2.12.C.3: Identify transferable career skills and design alternate career plans.

9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display vocabulary • Teacher modeling • Peer modeling 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Allow extra time to 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction

<ul style="list-style-type: none"> ● Develop and post routines ● Label classroom materials ● Word walls ● Use visuals ● Provide peer tutoring ● Chants, songs, choral reading ● Work toward longer passages as skills in English increase ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Preferential seating ● Small group instruction ● Use audio books ● Allow extra time to complete assignments or tests ● Assign a picture or movement to vocabulary words ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● One-on-one instruction ● Small group instruction ● Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home. ● Solidify and refine concepts through repetition. ● Change work requirements to reduce activity time ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or 	<ul style="list-style-type: none"> complete assignments or tests ● Peer modeling ● Teacher modeling ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Ask open-ended questions ● Use centers and group students according to ability and interest ● Create an enhanced set of introductory activities ● Organize and offer flexible small group learning activities ● Use centers, contracts, or stations ● Debrief students
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	dictated		
Interdisciplinary Connections: Social Studies: 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values. 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.			
Integration of Technology Standards NJSLS 8: 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.			
Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			
Key Vocabulary: Pasatiempos: mi pasatiempo favorito es ... jugar al aire libre, ir al parque, comer, cocinar, bailar, jugar fútbol, jugar deportes, mirar televisión, hablar con amigos, jugar juegos de computadora, jugar videojuegos, leer, dibujar, cantar , pintar, Legos, escuchar música, jugar con mis juguetes, estar con mi familia, me gusta, no me gusta, Familia - miembros, padre, Madre, abuelo, abuela, hermano, hermana, tío, tía, bebé, hijo, hija, prima, primo, ¿Cuántos miembros hay en tu familia?, ¿Cómo se llama tu madre/padre?, Describiendo personas - grande, pequeño, joven, viejo, maduro, infantil, niño, padre, amigo, guapo, hermoso, amable, morena, rubio, pelirrojo, alto, bajo, delgado, gordo, valiente, fuerte, débil, Relaciones: amigos, familiares, compañeros de clase, colegas, comparación - ellos son más que ..., él es más grande que ... ella es más... que			

Englewood Public School District

World Language, Spanish-I

Fourth Marking Period

Unit 4: First to the Restaurant then Home

Overview: During this unit students will continue to familiarize themselves with oral and written vocabulary words related to home and going out to the restaurant. Students will continue using the Spanish language to ask and answer questions, describe people, places and events. Students will describe their bedroom and what their home looks like. They will also use technology to learn about Hispanic American cultural perspectives. Students will develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills. The Spanish 1 program will be supported by the *Realidades 1* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary.

Time Frame: 43 to 47 Days

Enduring Understandings:

Students will understand that...

- *They can interact with others using Spanish vocabulary.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer simple questions in Spanish.*
- *They can identify, name, and describe a house or my home using Spanish vocabulary words.*
- *They can describe people, places, and things using Spanish vocabulary.*
- *They can label items in my bedroom and home.*
- *They can name and order food from a menu.*
- *They can follow simple commands and follow directions in Spanish.*
- *They can use correct Spanish grammar in my written and oral language.*
- *They can learn about the uses of technology and apply the skills to acquire a new language.*

Essential Questions:

- *How does learning Spanish help me understand my feelings and preferences?*
- *How does learning Spanish help me improve my content area vocabulary?*
- *How do you order food in a restaurant?*
- *What does your home look like?*
- *Why is home important?*
- *What does your bedroom look like?*
- *What type of things can be found in a house?*

- How does learning Spanish help improve my 21st Century skills?
- How does learning Spanish increase my vocabulary skills?
- How does learning a foreign language help me appreciate other cultures?

Standards	Topics and Objectives	Activities	Resources	Assessments
<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.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>Topics</p> <p>The recent past, yesterday, childhood, Community</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness <p>http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Learn about and use technology to communicate in Spanish • Create posters and digital presentations about a given topic 	<p>As an introduction to this unit, students will learn about different jobs in Englewood.()</p> <p>Show the Videohistoria without pausing. Then show it again, stopping along the way to check new vocabulary. Ask students to identify unfamiliar words or behavior. Were any parts of the video easier to understand? Why? Which words were similar to English words?</p> <p>Following a teacher led lesson on vocabulary, Students will work in small groups and discuss the different types of restaurants that are in the community. Students will work in pairs and create a list of restaurants they have been to. The class will then create a master list of restaurants and categorize them out by</p>	<p>Indeed: https://www.indeed.com</p> <p>Classified Ads http://englewood-nj.ziply.com/jobs/</p> <p><i>Realidades 1</i> 5B: ¡Vamos a un restaurante! • the verb <i>venir</i> • the verbs <i>ser</i> and <i>estar</i></p> <p><i>Videohistoria</i> CD-ROM</p> <p><i>Realidades 1</i> 5B: ¡Vamos a un restaurante! • the verb <i>venir</i> • the verbs <i>ser</i> and <i>estar</i></p> <p><i>Realidades 1</i> 5B: ¡Vamos a un restaurante!</p> <p><i>Realidades 1</i> 5B: ¡Vamos a un restaurante!</p>	<p>Benchmark Assessment: End of Year Assessment</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Participation/ Observations • Questioning • Discussions • Anecdotal Notes • Graphic Organizers • Peer/Self Assessments • Presentations • Visual Representations • Individual Whiteboards • “Do now” • Projects <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Pre-test, test, and daily work • Quizzes • District benchmark or

<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.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.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>	<ul style="list-style-type: none"> • Use print, recorded, and digital media to learn Spanish • Order meals in a restaurant • Create a Spanish menu • read, listen to, and explain information about restaurant vocabulary • describe people and foods • use the verb VENIR • know some uses of SER and ESTAR • talk about family members and others descriptively • talk about table settings, meal customs in Spanish speaking cultures • write analogies to compare people and things • present a skit between a server and customers • listen and watch video about restaurant service • talk about electronic equipment • name items found in a bedroom • use colors do describe things • use comparatives and superlatives • use the verbs PODER and DORMIR 	<p>food type including fast food, Asian, Mexican, Italian and so on. (CRP1, CRP2, CRP12) (6.1.12.D.14.f)</p> <p>Have students write an original conversation between a server in a restaurant and a client using the vocabulary presented in this chapter. Help them focus on spelling and vocabulary. Students can work on this skit throughout the chapter. Have the students brainstorm a list of words to describe food and drinks. Then have half of the class pretend to be happy with their meals and the other half of the class pretend to be disappointed. (9.2.12.C.3)</p> <p>Have students work in small groups and set a table, purposely leaving out some items. Have students take turns telling what they need: Me faltan(n)__. (CRP12)</p> <p>After presenting the forms of VENIR to the class, ask volunteers to put the</p>	<p>4 sets of table settings</p> <p><i>Realidades 1</i> 5B: ¡Vamos a un restaurante! • the verb <i>venir</i> • the verbs <i>ser</i> and <i>estar</i></p> <p>GramAtiva-CD-ROM</p> <p><i>Realidades 1</i> 5B: ¡Vamos a un restaurante! • the verb <i>venir</i> • the verbs <i>ser</i> and <i>estar</i></p> <p><i>Realidades 1</i> 5B: ¡Vamos a un restaurante!</p> <p>Read-Write-Think Cooking Up Descriptive Language: Designing Restaurant Menus http://www.readwritethink.org/classroom-resources/lesson-plans/cooking-descriptive-language-designing-842.html</p> <p>FluentU: 10 Authentic Spanish Resources for Virtual Tours and Visits</p>	<p>interim assessments</p> <ul style="list-style-type: none"> • End-of-unit or tests • Scores that are used for accountability for schools (AYP) and students (report card grades) • Rubrics <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. • Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish. • Students will provide the
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<p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>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>	<ul style="list-style-type: none"> • read, listen to, and explain information about bedroom items, electronic equipment and colors • read a letter and respond in an advice column • talk about how a person's bedroom reflects his or her personality • present a description of a bedroom using illustrations • present information about: ways to describe things; entertainment preferences; items in the home • talk about: bedroom and home furnishing and arrangements; lifestyle and entertainment preferences; the distribution of home electronics; colors and color association • identify rooms in a house • tell someone where they live • talk about the locations of rooms in a house • talk about furniture found in homes • talk about household chores 	<p>forms of TENER and VENIR on the board. Have students compare them side-by-side. Use the GramAtiva video as a follow-up to my presentation.</p> <p>Write several sample sentences on the board, leaving out SER and ESTAR. Have students tell you which verb to use and reason for their decision. Ask volunteers for sample sentences. Explain the usages of the the SER and ESTAR. Use the GramAtiva video as a follow-up to your presentation.</p> <p>Have students bring in photos of their family members or friends and describe them using SER and ESTAR. They should include information on where each person is from, what the person is like and where he or she is. Encourage volunteers to present their photos to the class. Ask students follow-up questions to their presentations. For example: En esa foto, ¿está contenta tu prima? (CRP2, CRP4)</p>	<p>https://www.fluentu.com/blog/educator-spanish/authentic-spanish-resources/</p> <p><i>Realidades A</i> Tema 6: La casa 6A: En mi dormitorio</p> <p><i>Videohistoria-CD-ROM</i></p> <p><i>Realidades A</i> Tema 6: La casa 6A: En mi dormitorio</p> <p><i>Realidades A</i> Tema 6: La casa 6A: En mi dormitorio</p> <p><i>Realidades A</i> Tema 6: La casa 6A: En mi dormitorio</p> <p><i>Realidades A</i> Tema 6: La casa 6A: En mi dormitorio</p> <p>Index Cards</p>	<p>teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.</p>
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<p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<ul style="list-style-type: none"> • use familiar tú commands and the present progressive tense • read, listen to, and explain information about rooms in a house, household chores, and how to tell someone to do something • present information about household chores • present information about rooms in a house • write a letter giving advise 	<p>Following a teacher-led lesson and modeling, students will create a food menu in Spanish. The menu will include, breakfast, lunch, dinner, and beverages. Menus will be printed digitally using Google Classroom. (8.1.12.A.1, 8.1.12.A.2) (CRP6)</p> <p>Project Based Learning: Project 1</p> <p>Students will use the Internet to take a virtual tour of various neighborhoods in Spanish-speaking countries (virtual tours + Spanish-speaking countries). Using one of the cities visited, students will write directions to get to an eatery. They will explain what one can eat at the restaurant. Students will create a map to accompany writing as well as using the Internet for a virtual tour for the class. (6.1.12.D.14.f) (CRP1,CRP2, CRP4, CRP11, CRP12, 9.2.12.C.3) (8.1.12.A.1, 8.1.12.A.2)</p>	<p>Realidades 1 6B: ¿Cómo es tu casa? • <i>affirmative tú commands</i> • <i>the present progressive tense</i></p> <p>Realidades 1 6B: ¿Cómo es tu casa? • <i>affirmative tú commands</i> • <i>the present progressive tense</i></p> <p>Realidades 1 6B: ¿Cómo es tu casa? • <i>affirmative tú commands</i> • <i>the present progressive tense</i></p> <p>Realidades A Tema 6: La casa 6A: En mi dormitorio • <i>affirmative tú commands</i> • <i>the present progressive tense</i></p> <p>Realidades A Tema 6: La casa 6A: En mi dormitorio • <i>affirmative tú commands</i> • <i>the present progressive tense</i></p>	
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Following a teacher-led lesson on theme 6 vocabulary, students will work in pairs to quiz one another on the vocabulary. Then students will make flashcards.

Show the Videohistoria without pausing. Then show it again, stopping along the way to check new vocabulary. Ask students to identify unfamiliar words or behavior. Were any parts of the video easier to understand? Why? Which words were similar to English words?

Using the vocabulary in this chapter, have students describe their bedrooms. Ask them to name furniture and electronic equipment. Ask them to describe the items' appearance, size, color, etc...

Ask students to find a digital picture or magazine showing a bedroom. Ask them to write a paragraph describing the bedroom. Correct students' rough drafts and then display the

Realidades A

Tema 6: La casa

6A: En mi dormitorio

- *affirmative tú commands*
- *the present progressive tense*

Recommended Books:

- *501 Spanish Verbs 6th Ed., Barron's*
- *Easy Spanish Step by Step By Barbara Bregstein*
- *Living Language-Spanish*
- *Spanish Now! Level 1*
- *Spanish for Dummies*
- <http://americareadsspanish.org/libro/ARSEssentialGuideToSpanishReadingForChildrenandYoungAdults.pdf>

**Core Instructional/
supplemental materials:**

Textbook: *Realidades 1*

Workbook: *Realidades 1*

Videos: *Realidades 1*

CD-Rom: *Realidades 1*

Quizlet

<https://quizlet.com>

final copies of their descriptions along with the pictures.

Using a text from the textbook as a model, ask students to create cloze passages to describe a bedroom and to provide a word bank with words that would fit logically in only one bank. Photocopy and distribute their passages and ask the rest of the class to fill in the blanks using the word bank.

Have students write sentences comparing their bedroom to that of a sibling or friend. Review their work for correct spelling and grammar.

Have students work in groups and poll each other about their favorite color. Then have them report back to the class and tally the results. Reveal the most popular color and ask the class to bring in as many objects as they can find in that color and/or wear clothing that color the next day.

Game of Concentration:
Hand out 40 index cards.

Spanish for teachers
[http://spanish4teachers.org/
spanishworksheets/](http://spanish4teachers.org/spanishworksheets/)

On 20 of them, write the name of a Spanish-speaking country. On the other cards, write the colors of each country's flag. Turn all the cards so that the blank side is facing upwards, country cards in one group, color cards in another. Students take turns matching a color card with a country card. Cards are removed when a match is found.

Following a teacher-led lesson on Chapter 6B vocabulary, students will work in pairs to quiz each other on vocabulary words and create flashcards. (CRP2)

Have students think about what features make their home or apartment different from or similar to others in their neighborhood.

Have students write a paragraph comparing and contrasting neighborhoods in Spanish-speaking countries with those in the United States. Have them share with the class photos

of homes and neighborhoods of Spanish-speaking countries.
(6.1.12.D.16.a, 6.1.12.D.14.f)

Have students pretend they are real estate agents. Have them create a flyer for a mansion they are selling. Encourage them to describe outrageous houses. After correcting the flyers, discuss any grammar and spelling concerns and have them make revisions as needed. Post the flyers and ask students to decide which house they would like to buy. (9.2.12.C.3, 9.2.12.C.5)(8.1.12.A.2)

Have groups draw floor plans on butcher paper. Have them draw or glue magazine photos on index cards to represent the chores. Have them write sentences on the cards such as: Tengo que dar de comer al perro. A student must select a card, read the sentence aloud, and placed it in a room where the chore would most likely be done. (CRP2, CRP6)

Use the vocabulary on chores to play charades with the students. Write the expressions on index cards, fold them up, and place them in a box. Ask volunteers to come to the front of the room, take a card from the box, and act out the chore. Other students will guess which chore the student is doing. Follow up their guesses with questions such as: ¿Y en tu casa, ¿Quién pone la mesa? (CRP4)

Have students model affirmative tú commands by writing and acting out a dialogue between either teacher and student or brother and sister. Another variation would be a dialogue between parent and son or daughter. In the dialogue, one person should be giving orders, and the other should be responding. Suggest that students write at least five lines. (CRP4)

Integration of 21st Century Standards NJSLS 9:

9.2.12.C.3: Identify transferable career skills and design alternate career plans.

9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">● Speak and display vocabulary● Teacher modeling● Peer modeling● Develop and post routines● Label classroom materials● Word walls● Use visuals● Provide peer tutoring● Chants, songs, choral reading● Work toward longer passages as skills in English increase● Introduce key vocabulary before lesson● Teacher reads aloud daily	<ul style="list-style-type: none">● Utilize modifications & accommodations delineated in the student’s IEP● Work with paraprofessional● Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.● Work with a partner● One-on-one instruction● Small group instruction● Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home.● Solidify and refine concepts through	<ul style="list-style-type: none">● Give directions/instructions verbally and in simple written format.● Peer Support● Increase one on one time● Teachers may modify instructions by modeling what the student is expected to do● Instructions may be printed out in large print and hung up for the student to see during the time of the	<ul style="list-style-type: none">● Real world scenarios● Student Driven Instruction● Ask open-ended questions● Use centers and group students according to ability and interest● Curriculum compacting● Inquiry-based instruction● Independent study● Higher order thinking skills● Adjusting the pace of lessons● Interest based content

<ul style="list-style-type: none"> ● Preferential seating ● Small group instruction ● Use audio books ● Allow extra time to complete assignments or tests ● Assign a picture or movement to vocabulary words ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● repetition. ● Change work requirements to reduce activity time ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. ● Allow answers to be given orally or dictated ● Using visual demonstrations, illustrations, and models ● Allow extra time to complete assignments or tests ● Peer modeling ● Teacher modeling 	<ul style="list-style-type: none"> ● Create an enhanced set of introductory activities ● Organize and offer flexible small group learning activities ● Use centers, contracts, or stations ● Debrief students
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Interdisciplinary Connections:

Social Studies:

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

Integration of Technology Standards NJSL 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Key Vocabulary: Hogar- estilo de vida, familia, casa, apartamento, cocina, baño, sala de estar, closet, dormitorio, cuarto, pasillo, comedor, cama, aparador, mesita de noche, estante, librería, mesa, sillas, escritorio, armario, sofá, televisión, computadora, tableta, videojuegos, juegos de mesa, juguetes, libros, revistas, carteles, fotos, marcos, obras de arte, espejo, paredes, Ventana, ropa **Hacer las cosas-** ir de compras, ver una película, La lección de piano, La biblioteca, El café, La casa, el cine, el centro commercial, el gimnasio, el baile, el concierto, la fiesta, el partido, ir de camping o acampar, conmigo, contigo, lo siento, el parque, la playa, el restaurante, el templo, tiempo libre, despues de, los fines de semana, el baile, yo se, tu sabes, Celebraciones- Cumpleaños, fiestas, bodas, bautizos, aniversarios, día de acción de gracias, Navidad, Pascua, Quinceañera, Celebraciones- Cumpleaños, fiestas, bodas, bautizos, aniversarios, día de acción de gracias, Navidad, Pascua, Quinceañera, **Hacer las cosas-** ir de compras, ver una película, La lección de piano, La biblioteca, El café, La casa, el cine, el centro commercial, el gimnasio, el baile, el concierto, la fiesta, el partido, ir de camping o acampar, conmigo, contigo, lo siento, el parque, la playa, el restaurante, el templo, tiempo libre, despues de, los fines de semana, el baile, yo se, tu sabes, Celebraciones- Cumpleaños, fiestas, bodas, bautizos, aniversarios, día de acción de gracias, Navidad, Pascua, Quinceañera, Celebraciones- Cumpleaños, fiestas, bodas, bautizos, aniversarios, día de acción de gracias, Navidad, Pascua, Quinceañera, **Alimentos y Comidas-** desayuno, almuerzo, como, comí, comeré, durante el desayuno, cereales, huevos, pan, tostadas, salchichas, tocino, yogurt, agua, café, leche, jugo de naranja, bebidas, refrescos, limonada, té, helado, para el almuerzo voy a comer, ensalada, ensalada de frutas, un sándwich, papas fritas, manzana, naranja, plátano, uvas, verduras, frijoles, nuggets de pollo, embutidos, gelatina, hamburguesa, queso, chocolate, pizza, cena, bistec, arroz, frijoles, carne, pescado, pollo, mariscos, cebollas, pasta, verduras, papa al horno, postres, tortas, galletas, pasteles, tengo hambre, tengo sed