

Englewood Public School District

World Languages Curriculum

K-12

2013-2014

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This is collaborative Department Document

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Phase II is currently in the process of development

Pre-K and Kindergarten - Spanish

These units will establish a vocabulary base for fundamental learning taught in the Pre-Kindergarten and Kindergarten students. While learning how to pronounce: *greetings, family, numbers, adjectives, colors, animals and body parts*. Students will always be encouraged to relate all topics back to themselves. Personalizing age-appropriate topics will increase students' interest and motivation to use what they have learned through interpersonal discourse. The vocabulary and language functions established at this level in these units will be revisited and expanded in both the First and Second Grades.

Pre-K and Kindergarten – Spanish
Goldilocks and the Three Bears “*Ricitos de Oro y Los Tres Osos*”
“Grande, Pequeño”

In this unit students will be exposed to Spanish language through variations on the story of “*Goldilocks and the Three Bears*”.
 (*Ricitos de Oro y Los Tres Osos*)

Students will have the ability to understand and imitate **greetings**, (*Hola, Adios, hasta luego*) **numbers**, (*uno, dos, tres,*) **Adjectives** (*grande, pequeño, caliente, frio,*) and **family members**, (*mamá, papá, bebé*)

Essential Question: <ul style="list-style-type: none"> • How can I describe objects by using “<i>grande o pequeño</i>” (big and small?) • How can I express “hot and cold” (“<i>caliente y frio</i>”) in Spanish? • How can I use basic greetings with friends and teachers? 		
Enduring Understandings: <ul style="list-style-type: none"> • Recognizing and expressing a variety of greetings and introductions • Understanding and following basic directions • Understanding short stories written in Spanish • Understanding how to be responsible for our actions 	Materials & Resources: <ul style="list-style-type: none"> • Book: “<i>Ricitos de Oro y los tres osos</i>” <i>Goldilocks and the Three Bears</i>” • Big, medium, and small objects (chairs, bears, bowls) • Flash cards, posters, and DVD, • Puppets, bingo game, glue, crayons 	Vocabulary: <i>Papá oso,</i> <i>Mamá osa,</i> <i>bebé oso, grande,</i> <i>pequeño,</i> <i>uno, dos, tres, caliente,</i> <i>frio,</i> <i>hola, adiós, hasta luego, gracias, de nada</i>
Objectives (Students will be able to apply the following skills/strategies): <ul style="list-style-type: none"> • Demonstrate verbal comprehension of : <ol style="list-style-type: none"> 1. The numbers 1, 2, 3 “<i>uno, dos, tres</i>” 2. The descriptive adjectives “<i>grande o pequeño</i>” “big” and “little” 3. Salutations and Departures: “<i>hola</i>” and “<i>hasta luego-adios</i>” “hello, good-bye” • Differentiating between the Spanish words <i>grande</i> and <i>pequeño</i> by <i>gesture or verbally</i>. • Identify the Spanish courtesy words <i>gracias</i> and <i>de nada</i> • Recognize and use words for hot and cold (<i>frio, caliente</i>) 		Common Core Standards: 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4

<p>Performance Task Summary (Project): Students will</p> <ul style="list-style-type: none"> • Play the game “<i>Hola</i>” “<i>Adios</i>” version of “Duck, duck, goose” game. • Sing the “<i>Uno, Dos, Tres Ositos</i>” Song, asking students to count with their fingers while singing the song. • Have a set of objects “cards”, ask the students to hold up the objects named by the teacher. (<i>oso, silla, cama, plato</i>) • Hold up the correct number when hearing a number (<i>uno, dos, tres,</i>) in Spanish. • Point to, hold up, or take large and small objects. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Observe the students for verbal or non-verbal indications of comprehension. • Watch the students as they count with their fingers and follow what is happening. • Students will display verbally and non-verbally listening comprehension by executing an action every time they hear a word or phrase. <p>Examples:</p> <ul style="list-style-type: none"> • Every time they hear the word “<i>grande</i>” they hold their arms up and make a big circle. • Every time they hear the numbers “<i>uno, dos, tres</i>” they use their fingers and thumb to show that number. • Every time they hear the word “<i>caliente</i>”, they make a fanning motion in front of their faces. 	
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Pre-K and Kindergarten - Spanish
Animals and Colors “Animales y colores” “Brown, Bear, Brown Bear, What do you see?”

Essential Question: <ul style="list-style-type: none"> • How do I describe animals using the names of colors in Spanish? • Can I name colors in Spanish? 		
Enduring Understandings: <ul style="list-style-type: none"> • Understanding the basic pronunciation and names of the colors in Spanish • Some animals make different sounds in Spanish • Animals have variation in colors 	Materials & Resources: <ul style="list-style-type: none"> • “<i>Brown, Bear, Brown Bear, What Do you See?</i>” by Bill Martin Jr. • Colored flash cards • Worksheets • Colored pencils 	Vocabulary oso, pajaro, pato, caballo, rana, perro, gato, oveja, pez. café, rojo, amarillo, verde, blanco, azul, negro, anaranjado
Objectives (Students will be able to apply the following skills/strategies): <ul style="list-style-type: none"> • Learn how to pronounce animal names • Recognize the colors • Repeat and read the rhyming book • Color the animals 		Common Core Standards: 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4
Performance Task Summary (Project): Students will <ul style="list-style-type: none"> • Students will create an animal book. • List the names of animals and colors used in the book. • Color animals and using the appropriate color according to the story “Oso Pardo” 	Authentic Assessment: <ul style="list-style-type: none"> • Match each color and name to the correct animal. • Students will color animals in handout according to story “<i>Oso Pardo</i>” • Student will recognize and pronounce the color of each of the animals at the end of the book “<i>Oso Pardo</i>” • Using flash cards, have students pick a card from the magic bag then say the name of the animal and color using the vocabulary words that they have learned. 	

Pre-K and Kindergarten - Spanish
“From Head To Toe” “De la cabeza a los pies”

<p>Essential Question:</p> <ul style="list-style-type: none"> • How can I move my body in different ways? • How can I express different parts of my body? 		
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Understanding the body moves in different ways. • People and animals move their body • The body can make music when you move 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Book: “From Head To Toe” “De la Cabeza a los pies” By Eric Carl • Worksheets • Crayons • CD, music 	<p>Vocabulary</p> <p>cabeza, hombros, cuello, brazos, manos, dedos. Pinguino, jirafa, mono, foca, bufalo, yo</p>
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <ul style="list-style-type: none"> • practice pronunciation of the names of animals • recognize body parts • memorize the rhyming book • sing the rhyming book by moving the appropriate body part • identify parts of the body in Spanish 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4</p>
<p>Performance Task Summary (Project):</p> <p>Students will:</p> <ul style="list-style-type: none"> • Students will create an animal book. • Teacher and children stand and follow the words and touch correct body parts as they go “<i>giro la cabeza, doblo el cuello, aplaudo con las manos.</i>” 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Observe the students for listening comprehension. • Students will pick a card from the magic bag then say the name of the animal. 	

Pre-K and Kindergarten - Spanish
“Mis primeros pasos”

In this unit students will understand vocabulary and grammatical rules with the Symtalk method flash cards consisting of nouns, verbs, adjectives, providing students the tools for meaningful communication and how to speak in full sentences. The teacher introduces the vocabulary and ensures that students understand the symbols. After reaching a certain level of memorization, students practice reading the sentences. Students will understand how to substitute words for self-explanatory symbols, producing authentic memorization of the vocabulary.

<p>Unit Essential Question: Can I eat tacos? Can animals eat tacos? Can animals play with balls? Can I play with balls?</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Understanding basic oral commands, expressions and vocabulary • Students will understand the fundamentals of the language by practicing vocabulary with SymTalk flash cards. • Students will structure full sentences in order to attain communicative oral proficiency. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Book <i>“Mis primeros pasos”</i> • Symtalk flash cards • Worksheets • Posters 	<p>Vocabulary:</p> <p>Antonio, Livia, Pablo, Rosa, gato, perro, juega, come, mira, bebe, taco, sombrero, pelota, lápiz, agua, jugo, leche, manzana, pastel, con, a</p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Learn the pronunciation of nouns, verbs and adjectives. • Memorize the vocabulary using the Symtalk flash cards. • Create sentences using the flash cards. • Repeat each word out loud <i>Antonio, juega, con, el perro, la pelota, come, un taco, agua.</i> • Read-Say sentences out loud • Cut out pictures and create sentences. 	<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Students describe the scenes without the aid of the symbols using the vocabulary they have learned. • <i>SymTalk Flash Cards</i> are necessary tool for introducing and practicing vocabulary and grammatical rules in Spanish. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Students take turns to come to the board to create sentences with flash cards. • Observe listening comprehension and oral proficiency

First Grade –Spanish
Greetings and Farewells “Saludos”

Essential Question:

How do Spanish speakers greet each other?

How can I greet my friends in Spanish?

How can I say goodbye and see you later in Spanish?

Enduring Understanding:

- Understand how to use authentic expressions in the target language to greet people.
- Understand words of praise and simple classroom commands.

Materials & Resources:

- CD “*Juan Luis Orozco*”
- Flash cards
- Greetings worksheets
- Puppets
- Name tags

Vocabulary:

hola,
 buenos días,
 buenas tardes,
 buenas noches,
 Estoy así, así,
 Estoy mal,
 Estoy bien,
 ¿Cómo estás?
 ¿Cómo te llamas?
 Adiós,
 por favor,
 hasta luego
 Gracias, de nada,
 lo siento,
 excelente, levántate
 fantástico, repite,
 siéntate, escucha,
 silencio, abre, cierra.

<p>Objectives: Students will be able to apply the following skills/strategies</p> <ul style="list-style-type: none"> • Repeat phrases spoken by the teacher • Communicate with a partner by listening and speaking in a dialogue • Use greetings, farewells and introductions in Spanish • Express their names and ask a classmate what their name is 		<p>Common Core Standards: 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Students will create and present a dialogue using the vocabulary they have learned. • Students will play “<i>Simon says</i>” using the classroom commands. • Role-play with puppets. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Check for proper pronunciation during the oral presentation. • Choral and individual repetition • Teacher will observe students using mini- dialogue. 	

First Grade Spanish
Farm Animals “Animales de la granja”

Essential Question: <ul style="list-style-type: none"> • Can I identify a farm animal by the sound the animal makes? • Can I name a farm animal in Spanish? 		
Enduring Understanding: <ul style="list-style-type: none"> • Some animals make different sounds in Spanish. • Understand the characteristics which distinguish animals from one another. 	Materials & Resources: <ul style="list-style-type: none"> • “Dias y Dias de Poesías • Poem chart • Flash cards • CD • Reading A-Z books 	Vocabulary: gallo gallina pollo cerdo vaca pato perro oveja
Objectives (Students will be able to apply the following skills/strategies) <ul style="list-style-type: none"> • Identify farm animals by looking at pictures • Recite the poem: “<i>Concierto</i>” • Sing a song using animal vocabulary • Learn initial vocabulary by using picture word association 		Common Core Standards: 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5
Performance Task Summary (Project): <ul style="list-style-type: none"> • Recite the poem “<i>Concierto</i>” using fluency. • Students will play the games: “Seven Up” and “Simon Says” using farm animals and their sounds. 	<ul style="list-style-type: none"> • Authentic Assessment: Teacher observes student performance during the group activities of “Simon Says” and “Seven Up” games. • Recognize animal flashcards. 	

First Grade – Spanish
Shapes and Colors “Formas y colores”

<p>Essential Question: Can you name shapes and colors in Spanish?</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Understanding shapes and colors as adjectives and express color preferences. • Shapes are related to one another. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Flash cards with colors and shapes • CD songs • Worksheets • www.123teachme.com, pronunciation, and games • www.quia.com games with different games 	<p>Vocabulary:</p> <p>café, rojo, amarillo, verde, blanco, azul, negro, anaranjado, triángulo, cuadrado, círculo, rectángulo.</p> <p>¿Qué forma es? ¿De qué color es?</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Identify colors and shapes • Match colors with shapes • Sing a song about colors • Name and identify shapes and colors in Spanish 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project): Teacher will call out a shape and color in Spanish; students will find an item in the room and bring it back to their desk.</p>	<p>Authentic Assessment: Observe students identifying appropriate shapes and colors.</p>	

Second Grade Spanish
The Classroom "La classe"

<p>Essential Question: Can I identify the everyday objects I use at school? Can I name a classroom object in Spanish?</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> Learning about classroom objects and understanding basic commands is a practical way of communicating between the teacher and student. Understand language related to objects. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> Pocket chart with sentence strips Classroom objects realia Pictures Reading A-Z books Worksheets Bingo and chips 	<p>Vocabulary:</p> <p>la mesa, la silla, la puerta, el escritorio, el libro, el lápiz, el reloj, el mapa, el globo, la maestro, el borrador, grande, pequeño y mediano</p> <p>¿Qué es esto?" Esto es_____. ¿Dónde está? Aquí está__</p>
<p>Objectives (Students will be able to apply the following skills/strategies)</p> <ul style="list-style-type: none"> Sing a song using classroom vocabulary Color pictures and copy classroom object words Identify and describe classroom items using size Match classroom objects with vocabulary words Ask and respond to simple questions such as: "What is this?" and "Where is it?" 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project): In a pair / share assessment activity students will compare and contrast and assortment of school objects using shapes and sizes.</p>	<p>Authentic Assessment: Observe students' oral responses.</p> <p>Demonstrate comprehension of new vocabulary words about classroom objects.</p> <p>Using flashcards, students will identify what classroom object the teacher is holding up.</p>	

Second Grade – Spanish
My Family “Mi familia”

<p>Essential Question:</p> <ul style="list-style-type: none"> • How can I describe my family? • Can I name the members of my family? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Families make up small units of a larger society and share common traits from one society to another. • Appreciating and understanding the variety of cultures that exist in a society enriches our view of that society. • The definition of family differs from culture to culture. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Flash cards • Posters • Worksheets • CD • Pencils • Crayons • Reading A-Z books • Bingo and Chips • www.123teachme.com 	<p>Vocabulary:</p> <p>familia, miembros, padre, madre, abuelo, abuela, hermano, hermana, tío, tía, primo, prima, bebé, hijo, hija, ¿Cuántos miembros hay en tu familia?, ¿Cómo se llama tu madre/padre?</p>
<p>Objectives (Students will be able to apply the following skills/strategies)</p> <ul style="list-style-type: none"> • Identify the family members in Spanish. • Describe the members of the family. • Draw and label the members of the family. 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project): Create and present a skit using the family members’ vocabulary.</p>	<p>Authentic Assessment: Observe students’ oral responses, (family skit).</p>	

Second Grade – Spanish
My Home- “Mi casa”

<p>Essential Question: <i>How can I describe my dream house?</i> <i>Can I name the parts of the house?</i></p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Language learners will use appropriate vocabulary to talk/describe their ideal house. • Understand which activity take place at home. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Flash cards • Posters • Worksheets • CD • Pencils • Crayons 	<p>Vocabulary: la casa, el dormitorio, la sala, el baño, la cocina, la cómoda, la cama, la alfombra, el escritorio, el estante, el televisor, el sofá, el sillón, el cuadro, la bañera, el lavamanos, el espejo, la toalla, la estufa, el refrigerador, la mesa, la silla</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Identify the rooms in the house • Describe the rooms in the house • Draw and label the rooms of the house 		<p>Common Core Standards: 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project): Students will sketch and describe their favorite room in the house.</p>	<p>Authentic Assessment: Based on students oral and written responses teacher will assess students performance.</p>	

Third Grade – Spanish
Spanish Speaking Countries “Países de habla hispana”

<p>Essential Question: How can I identify at least 10 Spanish-Speaking Countries? Can I locate a Spanish-speaking country by its shapes?</p>		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Understand that there are over 20 Spanish countries. • Identifying Spanish-speaking countries and recognizing cultural differences between these countries. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Maps • CD, song “<i>Himno de las Américas</i>” • Worksheets • Flash cards • Posters • Pencils • Crayons • Flag • Bingo and Chips 	<p>Vocabulary: Argentina, Bolivia, Colombia, Ecuador, Uruguay, Venezuela, Paraguay, Chile, Perú, México, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panamá, ubicar, mapa</p>
<p>Objectives (Students will be able to apply the following skills/strategies)</p> <ul style="list-style-type: none"> • Identify at least 6 Spanish speaking countries on the map • Match countries with capital • Recognize Spanish speaking countries by their shape • Create a flag of a Spanish country 		<p>Common Core Standards: 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project): Label the names and capitals of the Spanish speaking countries on the map. Draw at least 4 countries by their shape</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Oral and written quiz • Based on students’ oral and written responses teacher will assess students performance 	

Third Grade –Spanish
Weather and Seasons “El tiempo y las estaciones”

<p>Essential Question: How do I describe the weather around me in Spanish? Can I name the seasons of the year?</p>		
<p>Enduring Understanding: Students will understand that:</p> <ul style="list-style-type: none"> • Weather affects how people live in the world. • Know weather expressions. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Flash cards • Posters • Worksheets • CD • Pencils • Crayons • Video • Bingo cards and chips • www.123teachme.com 	<p>Vocabulary: el tiempo, primavera, verano, otoño, invierno, hace frío, hace calor, hace sol, hace fresco, hace buen tiempo, hace mal tiempo, hace viento, está lloviendo, está nevando, está nublado, las estaciones</p>
<p>Objectives (Students will be able to apply the following skills/strategies)</p> <ul style="list-style-type: none"> • Recite “The Weather” song in Spanish • Identify weather terms associated with the four seasons • Describe weather by using picture cards • Illustrate and label the four seasons in Spanish • Identify either orally or written different weather conditions 		<p>Common Core Standards: 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project): Create a book using the four seasons and weather expressions.</p>	<p>Authentic Assessment: Observe students creating the book and playing bingo in order to reinforce the vocabulary they have learned.</p>	

Third Grade – Spanish
My Body “Mi cuerpo”

<p>Essential Question:</p> <ul style="list-style-type: none"> • How can I describe my body parts in Spanish? • Can I name parts of my body in Spanish? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand the function of the body parts. • Students will understand to identify and describe parts of the body in Spanish. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Flash cards • Posters • Worksheets • CD • Pencils • Crayons • Video • Bingo cards and chips • www.quia.com memory game 	<p>Vocabulary: el cuerpo, cabeza, hombros, rodillas, pies, boca, nariz, orejas, ojos, pelo, manos, brazos, piernas, dedos, frente, cintura, cara.</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Identify the parts of the body in Spanish. • Play the game “Simon Says” in order to reinforce the new vocabulary. • Sing the song “<i>Cabeza, hombros, rodillas y pies</i>”. • Draw a self-portrait and label the body parts. 		<p>Common Core Standards: 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Draw and label a self-portrait. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Simon says game • Responses to questions • Worksheets on the labeling of body parts 	

Fourth Grade- Spanish Adjectives “Los adjetivos”

Essential Question:

- How can I use adjectives in my writing?
- Is there more than one way to describe something?
- How can I use adjectives to describe my family members?
- How are Spanish adjectives different from English adjectives?
- What is the purpose of an adjective?
- What is poetry?
- How are feelings expressed in poems?

Enduring Understanding:

- Adjectives, nouns and articles in Spanish are gender and number specific
- Languages are distinguished by their grammar and structure
- Comparing English with other languages is important to understanding the nature of language
- Understand that poetry can be used to communicate feelings and ideas

Materials & Resources:

- Posters
- Picture cards
- Worksheets
- You-tube and Teacher-tube video
- Song: *Los adjetivos*
- Unit portfolio
- Sample adjective poem
- Venn Diagram
- Poster boards
- Note book, pencil, crayons and markers

Vocabulary: alto(a), bajo(a), inteligente, tonto(a), rico(a), pobre, bueno(a), malo(a), bonito, guapo, feo(a), chiquito(a), grande, simpático(a), antipático(a), flaco(a), gordo(a), rubio(a), moreno(a), divertido(a) aburrido(a), pequeño(a)

Objectives (Students will be able to apply the following skills/strategies)

- Describe the members of their family
- Demonstrate how adjectives match the gender and number of the nouns they describe
- Recognize which adjectives are used for both genders
- Compare and contrast the members of their family
- Compare and contrast Spanish and English adjectives
- Create a poem using the adjectives

Common Core Standards:

7.1.NH.A.4
7.1.NM.B.4
7.1.NH.A.3
7.1.NH.A.5
7.1NM.A.1

RL.4.2

Performance Task Summary (Project)

- Students will create a family tree
- Label and describe the members of the family
- Create a poem using the adjectives

Authentic Assessment:

- Adjective quiz
- Family Tree project
- Label and describe the family members
- Create a poem using the adjectives

Fourth Grade- Spanish
Sports “Los deportes”

<p>Unit Essential Question:</p> <ul style="list-style-type: none"> • How do sports and spare time activities differ in the United States vs. Spanish speaking countries? • What are the most popular sports in the United States vs. Spanish speaking countries? • How can I express the sports that I enjoy playing? • What do we learn about people and communities through comparing sports? • What does a graph show? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Sports and leisure activities are common amongst cultures and help define who we are • Understanding that learning customs and traditions increases their awareness and perspectives within their culture and those of others. • Using cognates as context clues is a strategy that can be used to communicate • Different graphs can be incorporated to show information gathered 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> -Sports picture cards -Sports props -Worksheets -Video “Los deportes” -Self-assessment form -Graphing paper -Notebook, pencil and pen -Posters 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Baloncesto • Golf • Fútbol • Fútbol Americano • Béisbol • Natación • Tenis • Boxeo • Voleibol • Hockey
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Express what sports they like/dislike in Spanish • Use the verb “<i>gustar</i>” to express like/dislike • Identify which sports are cognates • Conjugate the verb “<i>gustar</i>” • Compare and contrast popular sports in the United States vs. Spanish Speaking countries • Collect data: <i>Favorite Sports</i> • Create and analyze bar graph 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NM.C.4 7.1.NM.B.4 4.MD.A.2 7.1.NM.C.4</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Students will collect data and create/analyze a bar graph 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Bar graph • Teacher Observation • Student presentation • Student self-assessment 	

Fourth Grade - Spanish
Clothing “La ropa”

<p>Unit Essential Question:</p> <ul style="list-style-type: none"> • How are the clothes we wear the same or different from kids from Spanish-Speaking countries? • What types of clothes do I wear in different types of weather? • How can I describe the clothes that I am wearing? • What does a Tree Diagram represent? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Comparing English with other languages is important to understand the nature of language • Cultural comparison helps students understand that language is a tool that can be used to communicate with others • Understand that culture and beliefs affect clothing • Understand that a Tree Diagram is a visual aid that can be used to show all possibilities in a systematic way 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Clothing posters • Worksheets • Magazines • Tree Diagram • Clothing • Bingo card • Construction paper • Clothing Realia 	<p>Vocabulary:</p> <p>blusa, abrigo, guantes, bufanda, pantalones, botas, zapatos, sombreros, camisa, falda, chaqueta, vestido, traje, chaqueta vestido, traje, suéter, corbata, chaleco, calcetines, un, una, el, las, los, unos, unas.</p>
<p>Objectives (Students will be able to apply the following skills/strategies)</p> <ul style="list-style-type: none"> • Identify articles of clothing • Describe classmates based on clothing they are wearing • Cut pictures of clothing from magazine and describe them • Classify clothing (warm weather vs. cold) • Construct a Tree Diagram 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5 4.MD.B.4</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Students will create a collage using pictures of their favorites celebrities and describe what they are wearing. • Construct a Tree Diagram (Show all possible combinations of outfits) 	<p>Authentic Assessment:</p> <p>Celebrity collage, Oral presentation, Bingo game, Listening activities, Worksheets, Teacher observation and Tree Diagram</p>	

Fifth Grade - Spanish
Food “La comida”

<p>Unit Essential Question:</p> <ul style="list-style-type: none"> • How are eating habits different in the United States and in Spanish-Speaking countries? • How can I express what meals I like and dislike in Spanish? • How do you order food in Spanish? • What role does food play in other cultures? • What does a Tree Diagram represent? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Cultural comparison help student understand that language is a tool that can be used to communicate with others • Understand that food plays an important role in cultural identity • Importance individual festivities play in the development of cultural identity • Understand that a Tree Diagram is a visual aid that can be used to show all possibilities in a systematic way 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Posters • Food picture cards • Worksheets • Menu samples • Video: <i>La Tomatina</i> • PowerPoint of: foods/drinks • Tree Diagram • Food Realia • YouTube video • Food bingo • Construction paper • Crayons and markers 	<p>Vocabulary:</p> <p>Desayuno, almuerzo, cena, pan tostado, huevo, jamón, queso, panqueque, cereal, tocino, frijoles, arroz, carne, pollo, pescado, papas fritas, pizza, ensalada, perro caliente, bocadillo, café, agua, jugo, leche, té, refresco, frutas, vegetales, sopa, bistec</p>
<p>Objectives (Students will be able to apply the following skills/strategies)</p> <ul style="list-style-type: none"> • Identify which foods are eaten for breakfast, lunch and dinner • Create a menu • Express the foods they like and dislike • List all ingredients needed to make their favorite food • Demonstrate an understanding of cultural perspective on meals 		<p>Common Core Standards:</p> <p>7.1NM.A.1 7.1NM.A.2 7.1NM.A.3</p>

<ul style="list-style-type: none"> Construct a Tree Diagram 		7.NM.A.4 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5 4.MD.B.4
Performance Task Summary (Project): Students will create a restaurant menu. Construct a Tree Diagram using possible combination of foods.	Authentic Assessment: <ul style="list-style-type: none"> Menu Oral presentation Teacher observation Tree Diagram Listening activities 	

Fifth Grade-Spanish
My Favorite Pastimes “Mis pasatiempos favoritos”

Essential Question: <ul style="list-style-type: none"> • How are personal interests influenced by culture? • How is teen life in the United States different from teen life in a Spanish-speaking country? • How do I express my favorite pastimes? • What is poetry? 		
Enduring Understanding: <ul style="list-style-type: none"> • Leisure interest and activities may vary by culture • Sports and leisure activities are common among culture and help define who we are • Comparing English with other languages is important to understand the nature of language • Cultural comparison help student understand that language is a tool that can be used to communicate with others 	Materials & Resources: <ul style="list-style-type: none"> • Posters • Venn Diagram • Worksheets • Flash cards • Picture slideshow • Poem: <i>Me gusta</i> • YouTube video • Bingo cards 	Vocabulary: bailar, cantar, dibujar, leer, cocinar, viajar, ir de compras, parque, escribir, escuchar música, ir al cine, ir al parquer, jugar: deportes, videojuegos, jugar con mis amigos, ver la television
Objectives (Students will be able to apply the following skills/strategies) <ul style="list-style-type: none"> • Express which pastimes they enjoy in Spanish • Compare and contrast the activities they enjoy with their classmates • List leisure activities they enjoy • Using photos identify which pastime activity is taking place • Create poem 		Common Core Standards: 7.1NM.C.4 7.1.NM.B.4 7.1.NM.A.1 7.1NM.A.4 7.1.NM A.2 7.1NM.A.4 7.1NM.B.2 7.1NM.C.2 7.1NM.C.3
Performance Task Summary (Project): <ul style="list-style-type: none"> • In pairs students will complete a Venn Diagram in order to compare and contrast their favorite pastimes • Create poem expressing the favorite leisure activity 	Authentic Assessment: <ul style="list-style-type: none"> • Poem • Venn Diagram • Oral Presentation • Worksheet Bingo 	

Fifth Grade- Spanish
The explores “Los conquistadores”

<p>Unit Essential Question:</p> <ul style="list-style-type: none"> • What motivates people to explore? • How does exploration change the world? • How did the Mayas, Incas & Aztecs express their feelings through art? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Understand that people explore for both individual and national reasons • Culture promotes an awareness of cultural similarities and differences • During colonization Spanish language was influenced by indigenous vocabulary • Using cognates as context clues is a strategy 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Map of the world • PowerPoint (Los conquistadores) • Biographies (Conquistadores) • Timeline • Worksheets • YouTube video • Notebook • Graphic organizer 	<p>Vocabulary:</p> <p>Conquistador, colonia, Hernán Cortés, Francisco Pizarro, Montezumall, Incas, Mayas, Aztecas, Tenochitlan, Quetzacoatl, guacamole, maíz, hamaca, canoa, aguacate, chocolate tiburón, tabaco, papaya y tomate</p>
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <ul style="list-style-type: none"> • Describe conquistadores • Match explorers with accomplishments • Create timeline • List factors that motivate exploration • Map route used by explorers 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Create PowerPoint (Los conquistadores) • Create timeline 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Quiz (Los conquistadores) • PowerPoint/Presentation • Timeline/ worksheets • Student participation. 	

Sixth Grade- Spanish
Folktales “La fábula”

<p>Unit Essential Question:</p> <ul style="list-style-type: none"> • What lessons do we learn from folktales? • How do folktales reflect a culture? • How are folktales more than just stories? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Folktales are passed from generations to generations • Folktales are used to explain a <i>natural phenomenon</i> • Folktales celebrate a heroic person’s actions or achievement • We can learn moral lesson through folktales 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Slideshow • PowerPoint • YouTube video • Worksheet • Folktale: <i>Popocatéptl y Iztaccihauatl</i> • Graphic organizer • Map of Mexico 	<p>Vocabulary:</p> <p>Popocatépetl, Iztaccihauatl, Fabula, guerrero, volcán, Ciudad de Mexico, aztecas, puebla, enemigo, emperador, guerrero</p>
<p>Objectives (Students will be able to apply the following skills/strategies)</p> <ul style="list-style-type: none"> • Describe and compare characters • Make predictions • Identify facts • Create skit • Identify moral 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5 6.1</p>
<p>Performance Task Summary (Project):</p> <p>Students will create and perform a skit based on folktale.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Quiz/skit presentation • Student participation • Teacher observation 	

Sixth Grade - Spanish
Poetry “Los Poemas”

<p>Unit Essential Question:</p> <ul style="list-style-type: none"> • What makes a piece of writing a poem? • How can I express myself through poetry? • How has immigration shaped our nation? • Why do immigrants leave their homeland? • Who is an immigrant? • How does immigration create and change communities? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • United States is a nation of diversity • Many cultural traditions and heritages have shaped America • Poetry can be used to communicate thoughts, feelings and ideas 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Poems: <i>Elena/Inmigrante</i> • Venn Diagram • Song: <i>El Inmigrante</i> • Worksheets • YouTube: <i>Pat Mora</i> • Poster Board • Crayons & Markers • Graphic organizer 	<p>Vocabulary:</p> <p>Poema, Inmigrar, asimilar, vajjar, mudarse, frontera, hogar, inmigrante, deportar y refugiado Ciudadanía, patrimonio y asilo</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Compare & contrast poems • Identify and locate states that have the highest Hispanic population • Create population bar graph • Identify emotions in each poem • Design an abstract symbol for liberty 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5 6.1.12.B.4.a 6.1.12.B.4.b</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Students will compare and contrast the poems. • Design a collage representing the contributions of immigrants 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Collage /bar graph • Oral presentation • Teacher observation • Symbol design 	

Sixth Grade –Spanish
Mesoamerica “Mesoamérica”

<p>Unit Essential Question:</p> <ul style="list-style-type: none"> • What advances in technology and art were evident during the Mesoamerican civilization? • Who were the Maya, Incas & Aztecs? • What was religion like for the Mesoamerican civilization? • Did the civilization of Mesoamerica have written language? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Cultures are held together by shared beliefs and common practices and values. • Religion can influence a society’s beliefs and values • Understand how ancient civilizations developed 	<p>Materials & Resources</p> <ul style="list-style-type: none"> • Laptops • Poster boards • Internet • YouTube video • Poem: <i>Conozco una Ciudad</i> • Notebook • Graphic organizer • Maps • Worksheets 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Calendario • Emperio • Solar/lunar • Herbolario • Codices • Tecnología • Símbolo • Cultura • Calcular • Civilización
<p>Objectives (Students will be able to apply the following skills/strategies)</p> <ul style="list-style-type: none"> • Identify similarities and differences between Ancient civilization • Describe what the written language looked like • Create a PowerPoint presentation • Design a collage depicting the contribution of Ancient civilization 		<p>Corresponding CCSS/NJCCCS:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5 6.2.8.B.4.h</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Students will create a collage depicting the contributions of Ancient civilization • Create a Power-Point presentation 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Collage / PowerPoint • Student Presentation / Teacher observation 	

Description for Spanish A

The 7th grade Spanish course will introduce students to the basics of the language and culture. The learning objectives include familiarizing students with basic vocabulary plus oral and written use of this bank of words. Students will study the culture to better understand the Spanish speaking people and their customs. Students will engage in activities that will assist them in reading, writing, hearing, and speaking the Spanish language. Since learning a language is a continuous process, each chapter will build on the information covered in previous chapter(s). Students start using the language to exchange greetings and introductions. They follow simple classroom directions and spell words in Spanish. They tell time and the date and talk about the weather and seasons. Students interpret simple spoken and written Spanish and use the language to communicate about things they like to do, their own and others' personalities, the school day, basic foods and beverages they communicate orally and in writing about pastimes and places in the community, as well as activities they engage in to maintain good health.

There are five units in Spanish A:

Unit 1 *¡Para empezar!* / Welcome to Spanish class!

Unit 2 *Mis amigos y yo* / Getting acquainted

Unit 3 *La escuela* / School

Unit 4 *Hábitos alimenticios* / Eating habits

Unit 5 *Los pasatiempos* / Leisure activities

Seventh Grade “Para Empezar” – Welcome to Spanish Class!

In this unit, students exchange greetings and make introductions in a culturally appropriate manner. They learn numbers for telling time and the date and the Spanish alphabet for spelling. Students follow simple classroom directions and ask and answer simple questions. They communicate orally and in writing about the classroom, basic weather conditions, and the seasons. Throughout the unit, students interpret basic information on these topics when listening, speaking and reading.

<p>Essential Question:</p> <ul style="list-style-type: none"> • Why should I study Spanish? • How are Spanish and English similar or different? • How is language related to culture? • What is a cognate and how can it help me speak Spanish? • How are sounds represented by letters? • What everyday words/expressions do we need to know in order to communicate with others? • What words/phrases do we use in order to initiate a conversation with someone we are meeting for the first time? • How are the letters in the Spanish alphabet pronounced? • How can I survive and thrive in a world language classroom? • What are cultural differences? 		
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Language proficiency can only be achieved over time. The more we study and use the language in a variety of settings and situations, the more proficient and fluent we become. • Learning another language and about its associated cultural traditions and values can foster tolerance, reduce prejudice, and minimize stereotyping. It can also contribute to our appreciation of cultural diversity. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Textbook (photocopy) • Practice book (photocopy) • Computer 	<p>Vocabulary: Saludos</p> <ul style="list-style-type: none"> • buenos días • buenas tardes • buenas noches. • hola • ¿cómo te llamas?

<ul style="list-style-type: none"> • In today's multi-culture society Spanish is a very useful language to communicate in a global society. • Understanding other cultures creates culture sensitivity and acceptance. • Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience. 	<ul style="list-style-type: none"> • Projector • Powerpoint presentation • Oral presentations • TPR Activities • Role-playing • Creating charts and maps • Situations/Dialogues • Cooperative pair activities • Student-made flashcards • Drawings • Word games and puzzles 	<ul style="list-style-type: none"> • ¿ cómo está usted? • ¿ cómo estás? • adios • hasta luego • hasta mañana • nos vemos • mucho gusto • igualmente • regular • gracias • muy bien • nada • ¿qué pasa? • Hoy • manana • pupitre • libro • dia • mes • ¿ué día es hoy? • ¿ cómo se dice? • ¿ cómo se escribe? • qué quiere decir? • ¿ Qué tiempo hace? • Hace calor • hace frío • Hace sol • Hace viento
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<p>Objectives (Students will be able to apply the following skills/strategies):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Exchange greetings in a culturally appropriate manner • Make introductions • Ask about things in the classroom • Understand classroom commands • Ask how to spell words • Tell time • Tell the date • Describe basic weather conditions • Identify the seasons • Identify use of <i>tú</i> and <i>usted</i> • Identify some Spanish-speaking countries • Identify some famous Spanish speakers • Compare ways of greeting people in Spanish-speaking countries and in the U.S <p>Students will learn and apply:</p> <ul style="list-style-type: none"> • The alphabet • Accent marks • Numbers from 1–1000 • <i>Llamarse</i> • <i>Estar</i> with greetings • Present tense of <i>ser</i> with days of the week, dates, and time • Nouns and gender • Date format • Present tense of <i>hacer</i> with weather 		<p>Common Core Standards:</p> <p>7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • <i>Pronostico del tiempo:</i> Students write a television script and create maps for weather forecast for four locations in the Western Hemisphere. Perform a short skit that takes place in a classroom. • <i>Las partes del cuerpo:</i> Students will create collages by pasting images of body parts found in magazines on a piece of construction paper. This project can be done over two sessions. Model a finished collage. Point to and say a few of the body parts in Spanish. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Work in pairs with sentence strips to create sentences using the correct pronouns and greetings • Write words on whiteboards as teacher dictates them • Answer yes, no questions • Completely fill in the blanks • Students sing the alphabet • Play BINGO (with numbers up to 31 and alphabet / vocabulary) • Conduct a survey of the class asking how is everyone and present the results as a pie chart or bar graph • Work in pairs with sentence strips to create sentences using the correct pronouns and greetings • Play Concentration /Memory, Dice • Daily oral presentation 	

Seventh Grade *Mis amigos y yo (my friends and I)*

A- ¿Que te gusta hacer?

B- ¿Como eres?

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

<p>Essential Question:</p> <ul style="list-style-type: none"> • How do we communicate what we like and dislike? • How do we tell which sports and activities we like or dislike? • How do I identify and describe myself and others? • How do I form a question or a negative sentence in Spanish? • How do we describe/talk about others? • What is an infinitive? • What is an adjective, where is it placed in respect to the noun, and how do I make it agree? • What are definite (4 ways to say “the”) and indefinite (a/an & some) articles and how do I make them agree? 		
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Foreign Language learning extends beyond the classroom to real life situations. • Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives. • Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience. • Nouns, adjectives, and articles in Spanish are gender and number specific. • Identifying cognates using context clues are strategies one can use to communicate effectively. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Notebooks, • pencils, • (copies of)Textbook, • practice book, • computer, white board, • projector • Power Point presentation • Oral presentations • TPR Activities • Role-playing • Creating charts and maps • Situations/Dialogues • Cooperative pair activities • Student-made flashcards • Drawings Word games and puzzles 	<p>Vocabulary:</p> <p>activities verbs: cantar, bailar, correr, dibujar, etc.</p> <ul style="list-style-type: none"> • (a mí) me gusta... • A mí también • ¿ Qué te gusta hacer? • ¿ Te gusta? • Adjectives and vocabulary to ask about and describe someone’s personality. • ¿Cómo eres? • ¿Cómo es? • ¿Cómo se llama? • Impaciente

	<ul style="list-style-type: none"> • Word games and puzzles 	<ul style="list-style-type: none"> • Deportista • Reservado • Inteligente • Gracioso • Ordenado • Paciente • Serio • Perezoso • Trabajador • Adjectives, masculine and feminine.
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Talk about activities that you like and don't like to do • Ask others about their likes / dislikes • Understand cultural perspectives on favorite activities • Ask and tell what other people are like • Talk about your personality • Use adjectives to describe people • Identify cognates • Understand cultural perspectives on friendship <p>Students will learn and apply:</p> <ul style="list-style-type: none"> • Infinitive construction with present tense of <i>gustar</i> (only <i>Me gusta ...</i>, <i>te gusta ...</i>) • Negatives (<i>no</i>, <i>no...nada</i>, <i>ni...ni</i>) • Adjective agreement • Placement of adjectives • Definite and indefinite articles 		<p>Common Core Standards:</p> <p>7.1 NM.B.1 7.1.NM.B.4 7.1.NM.B.3</p>

<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Students will make a 6-8 page scrapbook featuring photos of friends and family with captions written underneath describing the people in the photos and the activities they like to do. Students need to write a 7 sentences paragraph. • Create a bio poem. • Students develop dialogues in which they identify and describe themselves and others. • Create a song with the “ar” verbs. Make sure to include: “ar” verb endings (o, as a, amos an), a conjugation of an “ar” verb, sentences using “ar” verbs. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Vocabulary and Structure Quizzes • Chapter Tests • Situation Cards • Chapter Role Play • Audio Activities • Writing Activities • Learn “ar” verb rap. • Ask and Answer questions in the target language 	
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Seventh Grade La escuela (School)

A-Un dia de clases!

B-Un Horario difencil!

In this unit, students exchange information, orally and in writing, about their school schedules and their classes. They describe classrooms including the location of objects. Students also describe the school day in Spanish-speaking countries and make comparisons with their own. Throughout the unit, students interpret basic information on school when listening and reading.

<p>Essential Question:</p> <ul style="list-style-type: none"> • How might going to school in another country be different from going to school in the United States • What are differences between a typical school day in a Hispanic county and in the United States? • What are the objects in the classroom and how many objects are there? • What are the Spanish vocabulary words I need to talk about school (classes, schedule, teachers, etc.)? • How do I talk about who is doing an action? How do I conjugate –ar verbs? • What are the vocabulary words in Spanish that I need to describe a classroom? • How do I conjugate and use the verb estar? • How and when do I make nouns and articles plural? 		
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Classrooms and school life vary from place to place. • Language aside, students from other cultures often have similar interests and common school experiences, though differences exist due to culture. • In today’s multi-culture society Spanish is a very useful language to communicate in a global society. • In today’s multi-culture society Spanish is a very useful language to communicate in a global society. • Students across the world share common school experiences, though differences exist due to culture. • Understanding other cultures creates culture sensitivity and acceptance. • Interpreting spoken language is essential to good communication and building rapport. • Structures and writing systems of the target language and English have similarities and differences. • Most Spanish verbs follow patterns. Some Spanish verbs do not follow a pattern. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Notebooks • Pencils • Practice handouts • Computer • Projector • Powerpoint presentation • Oral presentations • TPR Activities • Role-play • Situations/Dialogues • Cooperative pair activities • Student-made flashcards • Drawings • Word games and puzzles 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Classroom items and furniture, • parts of the classroom, prepositions of location. • la clase. • Arte • Español • Ingles • Matemáticas • El horario • Ciencias naturales. • Enseñar • Estudiar • Primero • Segundo • Tercero... • Calculadora • Diccionario • la bandera, computadora, disquete, • mochila, • pantalla, • papelera, • ratón • Escritorio, • mesa

<ul style="list-style-type: none">• Language acquisition requires much more than word-for-word translation.		<ul style="list-style-type: none">• silla,• ventana,• puerta
		Common Core Standards: 7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NH.C.1-5

<p>Objectives (Students will be able to apply the following skills/strategies)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Communicate about school schedules and course preferences • Describe their school day • Communicate about their classroom and the location of items • Identify some Spanish-speaking countries • Identify courses students take in Spanish-speaking countries and compare them to courses taken in the U.S. • Identify attitudes about school in Spanish-speaking countries and compare them to those in the U.S. • Compare United States' school system with that of a student in a Spanish-speaking country <p>Students will learn and apply:</p> <ul style="list-style-type: none"> • Subject pronouns • Present tense of <i>-ar</i> verbs • Present tense of <i>estar</i> • Prepositions of location • Plurals of nouns and articles • <i>De</i> to indicate possession 		<ul style="list-style-type: none"> • Compare and contrast independence Day celebration in Mexico and the US • Map completion in order to identify Spanish speaking countries States. • Learn Spanish countries and capitals, Label maps using countries, ocean, capitals, etc.
<p>Performance Task Summary (Project)</p> <ul style="list-style-type: none"> • Create school schedule using time and subjects • Create a survey about favorite/least favorite class, teacher, etc. • Create skits relating time, school, and teachers • Create a picture of a classroom and label items. Write a paragraph describing the class and where are the classroom objects located. <p>School brochure- Students illustrate their school schedule, stating which classes, principal, teachers, descriptions of teachers and classes.</p> <p>Video project- in groups of 3-4 students will act out the prepositions of location while video recording. Groups will create a video demonstrating their understanding of prepositions.</p>	<ul style="list-style-type: none"> • Create a Spanish countries and capitals song. • Learn the country song and present it to class • Venn diagram to compare and contrast Heritage Day celebration in Spanish countries and in the United States 	

Seventh Grade Hábitos alimenticios

A ¿Comes el desayuno o almuerzo?

B Mantener la salud

In this unit, students exchange information, orally and in writing, about basic foods for breakfast, lunch, and dinner. They exchange preferences regarding food choices and communicate about ways to maintain their health. In addition, students identify common foods as well as eating habits in Spanish-speaking countries and compare them with their own. Throughout the unit, students interpret basic information on these topics when listening and reading.

Essential Question:

- How are eating habits different in the United States and in Spanish speaking countries?
- How do traditions concerning food, meals, and dining in the United States differ from those in another country?
- What is like to go to other countries and order food in Spanish?
- What would I need to know to feel confident when I talk to the waiter in Spanish?
- How do I conjugate and use –er and –ir verbs?
- What are the vocabulary words in Spanish that I need to discuss food, health and exercise?
- How do I make adjectives agree?
- How do I use and conjugate the verb ser?

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Comparing English with other languages is important to understanding the nature of language. • Written language is essential to good communication. • Structures and writing systems of the target language and English have similarities and differences. • Language is a code that transmits a message so both form/structure/grammar/vocabulary and content/vocabulary/context are important to understand and use. • The learner will understand the different eating habits and learn about siesta time and the most important meal of the day in Spanish speaking countries. • The learner will have an understanding of comparing/contrasting eating habits/traditions in the United States vs. Spanish speaking countries. • Students will be able to describe popular Spanish foods and traditional meals in Spanish. • Compare/contrast cultural views regarding time and meals with those in the United States. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Notebooks, • pencils, • photocopies of: Textbook, • practice book, • computer, • Projector • PowerPoint presentation • Oral presentations • TPR Activities • Situations/Dialogues • Cooperative pair activities • Student-made flashcards • Drawings • Word games and puzzles 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • en el desayuno, • cereal, • desayuno, • huevos, • pan, • salchicha, • tocino. • agua, • café, • leche, • limonada, • refresco, • té, • helado. • El yogur • La ensalada • Ensalada de frutas • Las papas fritas - cena, • bistec , • carne, • pescado, • pollo, • cebolla, • guisantes, • uvas, zanahorias,. • Tengo hambre • Tengo sed • caminar • hacer ejercicio • levantar pesas.
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <p>Students will be able to:</p>		<p>Common Core Standards:</p>

<ul style="list-style-type: none"> • Talk about foods and beverages for breakfast and lunch. • Talk about likes and dislikes. • Express how often something is done. • Typical breakfast in Spanish-speaking countries. • Understand cultural perspectives on meals. • Demonstrate an understanding of cultural differences regarding snacks. • Talk about food and beverages for dinner. • Describe what people or things are like. • Discuss food, health, and exercise choices. • Understand cultural perspectives on diet and health. <p>Students will learn and apply:</p> <ul style="list-style-type: none"> • Present tense of <i>-er</i> and <i>-ir</i> verbs • Adverbs and expressions of frequency • Use of present tense of <i>gustar</i> and <i>encantar</i> with plural nouns • Plural of adjectives • Present tense of <i>ser</i> • <i>Using a noun to modify another noun</i> 	<p>7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5</p>
<p>Performance Task Summary (Project):</p> <p>Student will:</p> <ul style="list-style-type: none"> • . Research an authentic recipe from an assigned country and/or describe a typical meal in the country. Make the meal for the class and bring in to share during our “Dia de fiesta de comidas hispanas”. • Locate and research a restaurant in the target country and describe what you would order. • Create a food menu in Spanish: breakfast, lunch and dinner. Student must include beverages. • “Vacaciones para la salud” Create a brochure describing a typical day at a health resort. The 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Compare/ contrast Spanish meals and meals in the United States. • Create a food brochure. • Create a power point of favorite meals and restaurant. • Create a survey about favorite/least favorite food, meals, restaurant, etc. • Create a chart to pie chart and/or bar graph to illustrate survey findings, etc • Create skits related to going to a restaurant. • Skits oral presentations - Indicate satisfaction/dissatisfaction with meal • Concentration game using meals and

<p>brochure will include a schedule of the days' activities and descriptions of breakfast, lunch and dinner. Photos or drawing will accompany each meal and one of the activities listed. Then present the brochures to class as if the student were a sales representative from the resort.</p>	<p>names of food.</p> <ul style="list-style-type: none"> • Play bingo games to review foods, etc • Make a Venn diagram to compare and contrast food for breakfast, lunch and dinner. • Quizzes, oral presentations, games, projects, listening activities, etc. 	
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Seventh Grade *Los pasatiempos*

A ¿Adonde vamos?

B ¿Quieres ir?

In this unit, students exchange basic information, orally and in writing, about their pastimes and places in the community. They ask and answer simple questions and talk about after-school activities both in the United States and in Spanish-speaking countries. In addition, they learn how to extend and respond to invitations. Throughout the unit, students interpret basic information on pastimes when listening and reading.

Essential Question:

- How is teen life in the United States different from teen life in another country?
- What do teens in America and teens in other countries like to do in their spare time and why?
- How do school sports and spare time activities differ in the United States vs. Spanish-speaking countries?
- What are the most popular sports in the United States vs. Spanish speaking countries?
- What are the interrogative words in Spanish?
- What are the vocabulary words that I need to discuss locations and going places?
- What are the interrogative words in Spanish?
- How do I conjugate the verb ir?
- What are the vocabulary words that I need to discuss locations and going places?
- How do I conjugate the verb ir?

Enduring Understandings:

- Sport and leisure activities are common among culture and help define who we are.
- Leisure activities give us time to enjoy the vastness and diversity of the world around us.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.
- Language is a code that transmits a message so both form/structure/grammar/vocabulary and content/vocabulary/context are important to understand and use.

Materials & Resources:

- Notebooks,
- Pencils,
- photocopies of: Textbook, practice book, Computer,
- Projector
- Powerpoint presentation
- TPR Activities
- Role-play
- Situations/Dialogues
- Cooperative pair activities
- Student-made flashcards
- Drawings
- Word games and puzzles
- Writing activity.
- Communicative activity with the verb **jugar**.

Vocabulary:

- Leisure activities, places, expressions to tell where and with whom you go, expressions to talk about when things are done.
- Ir de compras.
- Ver una película.
- La lección de piano.
- La biblioteca
- El café
- La casa
- El cine
- El centro comercial
- El gimnasio
- el baile
- el concierto
- la fiesta
- el partido
- ir de camping
- conmigo
- contigo

<ul style="list-style-type: none"> • The learner will understand that teenagers in different cultures follow different daily routines. • The learner will have an understanding of comparing/contrasting school routine/teenage routines in the United States and in Spanish countries. • Students will be able to describe popular sports in Spanish speaking countries and the most popular sports. 		<ul style="list-style-type: none"> • lo siento • parque • la playa • el restaurant • el templo • tiempo libre • despues de • los fines de semana • el baile • yo se • tu sabes • cansada • ocupada • enferma • triste
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <p>Student will be able to:</p> <ul style="list-style-type: none"> • Talk about locations in your community. • Talk about where you go and with whom. • Learn how to ask questions. • Understand cultural perspectives on leisure activities. • Extend, accept and decline invitations, talk on the phone, express feelings, say where you are coming from. • Discuss favorite leisure time activities, sports, hobbies, school sports, and extra curricular activities, etc. • Describe your daily schedule related to school, sports, and extra curricular activities in general. • Talk about activities outside the school. • Tell when an event happens. • Understand cultural perspectives on after-school activities. • <p>Students will learn and apply:</p> <ul style="list-style-type: none"> • Present tense of <i>ir</i> • Question words (what, how, who, where, how many, where, which, why, when) • Near future (<i>ir a + infinitive</i>) 		<p>Common Core Standards:</p> <p>7.1.NM.A.1-5; 7.1.NM.B.1-5; 7.1.NM.C.1-5</p>

- Present tense of *jugar*

Performance Task Summary (Project):

- Students create a weekend entertainment guide, featuring the times and locations of six different events and an illustration of each event.
- Video/Audio journal about self: Describe to a friend how you would like to spend your free time.
- Oral presentations: Describe your favorite sport/athlete using pictures and props.

Authentic Assessment:

- Create a survey about favorite/least favorite sports, athlete, etc.
- Vocabulary and Structure Quizzes
- Chapter Tests
- Writing summaries
- Situation Cards
- Audio Activities
- Writing Activities
- Ask and Answer questions in the target language
- Game: Preguntame
- Students dramatize going to a sport event.
- Cause and effects: bad eating habits

Eighth Grade B: Family Relationship and Celebrations

<p>Essential Question: -Why are family traditions so important in Latino culture? - How does family life in Latino countries differ from a family life in United States? - How you describe your favorite relatives? - What are the differences between “quinceañera” and Sweet sixteen celebration”</p>		
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The learners understand that teenagers in different cultures follow different family traditions. • The learner compare/contrast “Quinceañera” celebration and sweet sixteen celebrations • The learners understand the diversity in today’s family and their traditions and values • Identify common cultural practice of the specific target culture. 	<p>Materials & Resources: Spanish notebook, pencils, colored pencils, chart paper, publishing paper, authentic material (Spanish newspaper). Cornell note binder Texts: Realidades B, Unit 5A-5B Pretence Hall, Spanish dictionary. Technology: StudySpanish.com- Guia and Realidades b technology resources.</p>	<p>Unit Vocabulary and Grammar</p> <ul style="list-style-type: none"> • Vocabulary: relate to family celebration and traditional celebrations • Grammar: <ul style="list-style-type: none"> ➢ Personal pronouns ➢ Verb tener ➢ possessive adjectives
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <ul style="list-style-type: none"> • Describe Family • Talk about celebration • Ask and tell ages • Express possession • Understand cultural perspectives on family and celebration <p>Learning Activities (S.W.B.A.T)</p> <ul style="list-style-type: none"> • learn how conjugate verb <u>tener</u> (Cornell Notes verb diagram –present –past –future) • Compare/ contrast Quinceañera vs sweet sixteen celebration (Venn diagram , Cornell Notes, Notebook, video) • Create a family tree. • Provide oral presentation (My familia) • Read authentic material (Spanish newspaper- Social section) about quinceañera. • Class mini- dialogues (Target language speaking activity) • Interview family members (Students will interview a family member about different cultural aspects) 		<p>Common Core Standards:</p> <p>☐ 7.1.NM.A.1-5; 7.1.NM.B.1-5; 7.1.NM.C.1-5</p> <p>Culture</p> <ul style="list-style-type: none"> • Discuss Salvador Dali and his painting. • Identify Spanish Speaking countries and their flags • Spanish and Social Studies curriculum connection
<p>Student Learning Outcome:</p> <ul style="list-style-type: none"> • Students will talk and write in Spanish about families and celebrations in Spanish • Students will talk and write Spanish about favorite’s activities and performance. • Students will Know and understand the geography, custom and cultural history of Spanish speaking people that living in United States. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Observation-Conferring Notes • Independent Cornell Notes take (AVID) • Writing Portfolio • Planning a birthday party • District quizzes, oral presentation and unit test. • Online assessment activities. 	

Grade 8: Spanish B – El hogar donde vivimos

<p>Essential Question: * Why is your bedroom so important to you?</p>		
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The learner will describe the different parts of the house • The learners listen and discuss description of rooms and furnishing. • Students compare and contrast living in an apartment vs. living in a house • Students will compare/contrast housing in the United States vs. housing in speaking-countries 	<p>Materials & Resources: Notebooks, pencils, colored pencils, chart paper, publishing paper, authentic material (Spanish newspaper) Texts: Realidades B, Unit 6A- 6B Pretence Hall, Spanish dictionary. Technology: StudySpanish.com- Guia and Realidades B technology resources..</p>	<p><i>Unit Vocabulary and Grammar</i> Vocabulary: *Bedroom items, electronic equipment, colors. Grammar: *Descriptive adjectives, the superlative, Stem-changing verbs; poder, dormir.</p>
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <ul style="list-style-type: none"> • Talking about your bedroom (interpretation, personal response and critical stance) • Describe bedroom items and electronic equipment • Make comparison • Understand cultural perspective on homes. <p>Learning Activities (S.W.B.A.T)</p> <ul style="list-style-type: none"> • Describe orally and written the home bedroom. • Students will make Spanish signs for their bedrooms. ○ Read activity about (La casa de mis sueños)My dream house • Create a plan for their dream house on a poster board. • Write / crate a flayer to promote the sales of your family house. • Language exploration (Unit Vocabulary Review) • Edit for subject-verb agreement,(poder, dormir)(add to class chart and checklist) • Learn the progressive tense. • Understand the use of “tu” vs “usted” 		<p><i>Common Core Standards:</i></p> <p>□ 7.1.NM.A.1-5; 7.1.NM.B.1-5; 7.1.NM.C.1-5</p> <p><i>Culture:</i></p> <ul style="list-style-type: none"> • Explain and describe patios in Latino America and Spain

<p>Student Learning Outcome:</p> <ul style="list-style-type: none"> ○ Students will talk and write about home furnishing ○ Students will locate a room of their house. ○ Students will give command in Spanish to other persons. ○ Students will know and understand the symbolism of Spanish speaking countries. ○ Students will use Spanish verbs (poder, dormir) correctly. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> ● Spanish newspaper activity (Classified section) ● Online assessment activities. ● Independent Cornell Notes take(AVID) ● Spanish unit portfolio ● District quizzes, and unit test. ● Spanish posters. ● Oral evaluations 	
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Eighth Grade B: Me gusta el tiempo libre

Essential Question: <ul style="list-style-type: none"> * What are the most popular sports in Spanish speaking countries? * How are the teens in other countries? * What are the names and national symbols of Spanish speaking countries? * In what ways are the other subject's areas in the curriculum affected by the study of W.L? 		
Enduring Understandings: <ul style="list-style-type: none"> • The learner understands that teenagers in different cultures follow different daily routines. • The learner compare/contrast school routine/teenage routines in the United States and in Spanish countries. • Students will describe popular sports in Spanish speaking countries and the most popular sports. • Students will learn why double last names are used by Spanish-speaking countries. • The learner will be able to compare/contras Spanish verb <u>ser/estar</u>. 	Materials & Resources: Spanish Notebooks, pencils, colored pencils, chart paper, publishing paper, authentic material (Spanish newspaper)Cornell notes binder Charts: , writing process (Cornell), checklist Texts: Realidades B, Unit 6B Pretence Hall, Spanish dictionary. Technology: StudySpanish.com- Guia and Realidades B technology resources..	Vocabulary: Vocabulary: * <i>Places, activities.</i> Grammar: <ul style="list-style-type: none"> • <i>Verb gustar with nouns and verbs in infinitive form.</i> • <i>Verb ir + and infinitive form</i> • <i>Irregular verb to do.</i>
Objectives (Students will be able to apply the following skills/strategies): <ul style="list-style-type: none"> • Verb gustar in the appropriate verbal tense. • Talk about things to do in vacations • Describe places and recreational activities. Learning Activities (S.W.B.A.T) <ul style="list-style-type: none"> • Read activity about soccer games in Spain • Describe a famous player using a power point presentation • Interview describe one of the school athletes • Interview describe one of the school athletes • Listen activities to reinforce pronunciation and diction • Discuss prewriting strategies for your writings projects. • Edit for subject-verb agreement,(add to class chart and checklist) 		Common Core Standards: <input type="checkbox"/> 7.1.NM.A.1-5; 7.1.NM.B.1-5; 7.1.NM.C.1-5 Cultural; <i>Discuss environmental and community activities</i>
Student Learning Outcome: <ul style="list-style-type: none"> • Students will talk about lifestyle and entertainment preferences • Students will appreciate the cultural diversity • Students will know and understand the popular sport and other important recreational activities in Spanish speaking countries 	Authentic Assessment: <ul style="list-style-type: none"> • Spanish newspaper activity (Classified section) • Online assessment activities. • Independent Cornell Notes take(AVID) 	

	<ul style="list-style-type: none">• Spanish unit portfolio• District quizzes, oral presentation and unit test.	
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Eighth Grade B:
Vamos de comparas

<p>Essential Question: * How does fashion differ from culture to culture? * How I describe the clothes I want to buy? * How I use the verb querer, pensar and preferir?</p>		
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Learners will understand how to talk about, clothing, shopping and price. • Students will participate in a basic conversation about, clothing, shopping and price. • Learners will compare/contras how teenagers dressing for party in Spanish speaking countries and in Unite States. • Writers use descriptive shopping experience in a target language • Learners will to learn the appropriate use o e---- ei stem changing verbs and demonstrative adjectives, 	<p>Materials & Resources: Notebooks, pencils, , chart paper, publishing paper, authentic material (Spanish newspaper) Charts:, writing process (Cornell Notes, Spanish students notebook), checklist Texts: Realidades B, Unit 6B Pretence Hall, Spanish dictionary. Technology: StudySpanish.com- Guia and Realidades B technology resources.</p>	<p>Vocabulary: Clothing, shopping, Numbers in Spanish, currency names.</p> <p>Grammar: Verbs querer.</p>
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <ul style="list-style-type: none"> • Talk about clothing, shopping, and price. • Write daily for a sustained period of time in a Spanish language about lesson topic • Talk in Spanish about what you want and what you prefer. • Use the Spanish verb <u>pagar, vender</u> • Publish and present orally 		<p>Common Core Standards:</p> <ul style="list-style-type: none"> • 7.1.NM.A.1-5; 7.1.NM.B.1-5; 7.1.NM.C.1-5 <p>Cultural:</p>
<p>Student Learning Outcome: (Students will know and understand)</p> <ul style="list-style-type: none"> ➤ About money system is Some Spanish speaking countries ➤ About metric to English conversion system skill ➤ About currency in Latin countries. ➤ About currency conversion system. ➤ About the influence of Spain in its American colonies. ➤ 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Project: Email order catalog in Spanish. • Oral project • Game: Que vas a comprar. • Independent Writing Rubric • District Writing Assessment • Writing Portfolio (Cornell Notes) AVID • Spanish Bulletin Board 	<p>Discuss of currency in Spanish country. Shopping.</p>

End of Spanish K-8 Curriculum Document

**ACADEMIES@ENGLEWOOD
DWIGHT MORROW HIGH SCHOOL**

**274 Knickerbocker Road,
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SPANISH I
2013-2014

Dr. Donald K. Carlisle, Superintendent
SPANISH I

Spanish I / Spanish I Calendar

<p style="text-align: center;">Quarter 1</p> <p>Unit 1 All About Me</p> <ul style="list-style-type: none"> - Para Empezar - ¿Qué te gusta hacer? - Y tú, ¿cómo eres? <p>Unit 2 School Days</p> <ul style="list-style-type: none"> - Todía en la escuela - Tusala de clases 	<p>September - November</p>
<p style="text-align: center;">Quarter 2</p> <p>Unit 3 Food Glorious Food</p> <ul style="list-style-type: none"> - ¿Desayuno o almuerzo? - Para mantener la salud <p>Unit 4 My community and places</p> <ul style="list-style-type: none"> - ¿Adónde vas? - ¿Quieresirconmigo? - 	<p>November - January</p>
<p style="text-align: center;">Quarter 3</p> <p>Unit 5 Celebrations</p> <ul style="list-style-type: none"> - Una fiesta de cumpleaños - !Vamos a un restaurant! <p>Unit 6 Home Sweet Home</p> <ul style="list-style-type: none"> - En mi dormitorio - ¿Cómoestu casa? 	<p>February - April</p>
<p style="text-align: center;">Quarter 4</p> <p>Unit 7 Migratory Animals</p> <p>Unit 8 Going Green</p>	<p>April - June</p>

Spanish 1 –COURSE DESCRIPTION

Spanish I honor will introduce the students to the customs and culture of the Spanish-speaking world. Emphasis will be placed on basic communication and comprehension in everyday situations. Students will create and perform dialogues, ask and answer questions, and complete a variety of projects which include oral presentations. The students will develop the ability to understand spoken situations and speak Spanish in real-life situations.

Spanish I

Para Empezar

<p>Essential Question:</p> <ul style="list-style-type: none"> When do we use different greetings? Why are greetings important in our society? Why is learning numbers important? What can you find in the classroom? What would I find in your backpack? What is the weather like today? What is today's date? Can you spell your name? 		
<p>Enduring Understanding:</p> <p>Speakers will present different ways to greet friends and adults in the morning, afternoon and evenings. They will also explain different ways to address others (formal and informal). They will practice introduction and greetings appropriate to time of day; asking and telling names. They will listen and respond to classroom commands and learn numbers skills which may apply to quantity, time and date. They will ask and tell time. They will identify, comprehend, and understand parts of the human body. They will be able to ask, understand and comprehend responses for school materials and school relative questions in the target language.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> To greets someone To ask and tell how someone is To say good-bye To tell time To count up to 100 To talk about the body To talk about the classroom To say the date To say the days of the week and month of the year To ask for quantity

		To ask for help in a classroom setting
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Greet people at different times of the day Introduce yourself to others Respond to classroom directions Begin using numbers 1-100 Tell time Identify parts of the body Talk about things in the classroom Ask questions about new words and phrases Use the Spanish alphabet to spell words Talk about things related to the calendar Describe weather conditions Identify the seasons Compare weather in the Northern and Southern Hemispheres</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM.B.3 7.1 NM.A.2 7.1NM.B.1 7.1NM.B.4</p>
<p>Performance Task Summary (Project):</p> <p>Students will do an oral presentation where they have to greet, say their names, explain their origin, place and date of birth, talk about their favorite season: month and weather of that seasons, and goodbye.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>	

Spanish I

1A ¿Quéte gustahacer?

Essential Question:

What do you like to do during the school day, after school, at night, on the weekend, etc.?

What activities do you enjoy doing with your friends, family, etc.?

How can you ask others what they like to do?

What do people in Spain enjoy doing in their free time?

Enduring Understanding:

Speakers will be able to demonstrate an understanding of leisure activities by expressing what activities they perform, what activities they like and what activities they dislike, as well as, asking others about their likes and dislikes regarding leisure activities.

Materials & Resources:

- Handouts
- board
- computers
- CD-Rom (Realidades 1)
- Video activities (Realidades 1)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- textbook (Realidades 1)
- workbook (Realidades 1)

Vocabulary:

Totalkaboutactivities

Tosaywhatyouliketo do

Tosaywhatyoudon'tliketo do

Toaskotherswhattheyliketo do

Otherusefulwords and expressionsrelatedtotheactivitiestheylike and don'tlike.

<p>Objectives (Students will be able to apply the following skills/strategies: Talk about activities you like and don't like to do Ask others what they like to do Understand cultural perspectives on favorite activities Talk about preferences in leisure activities Read and listen to information about leisure activities and likes; read a picture-based story Listen to and watch a video about leisure activities Listen to and understand information about infinitives Talk about new vocabulary through the recognition of cognates Compare: Spanish and English infinitives; construction of negatives between English and Spanish; expressing agreement or disagreement in English and Spanish.</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. B.1 7.1 NM .B.3 7.1 NM .B.4 7.1 NM .C.4</p>
<p>Performance Task Summary (Project):</p> <p>Written response presentation using visuals (Teacher created rubric for presentation)</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

Spanish I

1B Y tú, ¿Cómo eres?

<p>Essential Question: How would someone describe you? What are your weaknesses? What are your strengths? What makes a good friend? What traits must a leader have?</p>		
<p>Enduring Understanding: Speakers will be able to describe their personality traits and qualities and those of others. Also, based on those personality traits students will be able to say what they and others like to do.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <p>Totalkaboutwhatyou and others are like</p> <p>Toaskpeopleaboutthemselvesorothers</p> <p>Totalkaboutwhatsomeonelikesordoesn'tlike</p> <p>To describe someone</p> <p>Totellwhomyou are talkingabout</p> <p>Otherusefulrelatedexpressions</p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Read, listen to, and explain information about the school day</p> <p>Discuss the school day</p> <p>Ask and tell about likes and dislikes</p> <p>Use subject pronouns</p> <p>Use verbs that end in -ar</p> <p>Read a brochure about a school in Costa Rica</p> <p>Talk about some of your classes</p> <p>Learn class subjects</p> <p>Learn the ordinal numbers</p> <p>Learn about the things you need for school</p> <p>Learn adjectives to describe classes</p> <p>Learn about school activities</p> <p>Listen to and watch a video about class subjects and school activities</p> <p>Listen to and watch a video about subject pronouns</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.1</p> <p>7.1 NM. A.4</p> <p>7.1 NM. B.1</p> <p>7.1 NM. B.4</p> <p>7.1 NM. C.1</p> <p>7.1 NM. C.4</p>
<p>Performance Task Summary (Project):</p> <p>Students will write one or more free verse poems in the target language.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set</p> <p>Journal writing</p> <p>Oral presentation</p> <p>Classroom participation</p> <p>Listening exercises</p> <p>Reading responses</p> <p>Cloze exercises</p>	

Spanish I

2A Tú día en la escuela

Essential Question:

- What is your school day like?
- What is your favorite class?
- Who is your favorite teacher?
- What is the difference between school in the USA and school in Central America?
- What is your schedule like?
- What are your extra-curricular activities and what are those of others?
- What clubs are offered in school and in which one/ones do you participate?
- What do you do in your club?

Enduring Understanding:

Speakers will be able to describe their school schedule and their classes. They will also be able to talk about their school and after school activities and the material that are needed.

Materials & Resources:

- Handouts
- board
- computers
- CD-Rom (Realidades 1)
- Video activities (Realidades 1)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- textbook (Realidades 1)
- workbook (Realidades 1)

Vocabulary:

- Totalkaboutyourschoolday
- To describe schoolactivities
- Totalkabouttheorder of things
- Totalkaboutthingsyouneedforschool
- Describe yourclasses
- Otherusefulexpressions

<p>Objectives (Students will be able to apply the following skills/strategies: 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 Learn about school activities Talk about homework and classes Listen to and watch a video about El primer día de clases To listen to and watch a video about subject pronouns and present tense of –ar verbs</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.2 7.1 NM. B.1 7.1 NM. B.4 7.1 NM. C.1 7.1 NM. C.4</p>
<p>Performance Task Summary (Project):</p> <p>Students will write their school schedule and explain the order of the classes and what materials are needed for each class target language.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

Spanish I

2B Tu sala de clases

<p>Essential Question: What would an ideal classroom be like? What would classrooms have in the future? Where is the nurse's office? What is your favorite classroom on campus and why?</p>		
<p>Enduring Understanding: Speakers will be able to describe their classroom and where things and furniture are located.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <p>To talk about classroom items</p> <p>To talk about classroom furniture</p> <p>To talk about parts of a classroom</p> <p>To indicate location</p> <p>To indicate possession</p> <p>To identify (description, quantity)</p> <p>To identify definite and indefinite articles</p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Read, listen to, and explain information about the classroom and where objects are located</p> <p>Communicate about a classroom</p> <p>Ask and tell how someone feels</p> <p>Talk about where someone or something is located</p> <p>Learn to use the verb ESTAR, the plurals of nouns and the plurals of articles</p> <p>Write a note describing your classroom</p> <p>Practice and learn new vocabulary about classroom items, furniture and parts.</p> <p>Practice and learn new vocabulary about prepositions of locations</p> <p>Indicate possession, to identify (description, quantity) and to identify gender and quantity of nouns</p> <p>Talk about parts of a classroom and to indicate location</p> <p>Use the verb ESTAR to ask how someone is</p> <p>Listen to and watch a video about Un ratón en la clase</p> <p>Listen to and watch a video about Gramática the verb ESTAR and the plurals of nouns and articles</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.2</p> <p>7.1 NM. B.1</p> <p>7.1 NM. B.4</p> <p>7.1 NM. C.1</p> <p>7.1 NM. C.4</p>
<p>Performance Task Summary (Project):</p> <p>Write a letter to an imaginary pen pal from any Spanish speaking country describing your Spanish classroom.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set</p> <p>Journal writing</p> <p>Oral presentation</p> <p>Classroom participation</p> <p>Listening exercises</p> <p>Reading responses</p> <p>Cloze exercises</p>	

Spanish I

3A ¿Desayuno o almuerzo?

<p>Essential Question:</p> <p>What is your favorite food? Where are different fruits or food from? What do you like to have for breakfast? What do you eat for the holidays? What are popular snacks in different Spanish speaking countries? What do people in the USA eat at different seasons compared to what people eat in Chile?</p>		
<p>Enduring Understanding:</p> <p>Speakers will be able to talk about what they eat and drink for breakfast and lunch. Students will be able to describe what foods they like / dislikes. Students will be able to gain awareness about different eating habits in the Spanish speaking world, and compare and contrast these habits with those in the USA.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <p>Totalkaboutbreakfast</p> <p>Totalkabout lunch</p> <p>Totalkaboutbeverages</p> <p>Totalkabouteating and drinking</p> <p>Toindicatehowoften</p> <p>Tosaythatyoulike/lovesomething</p> <p>Otherusefulexpressions</p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> Talk about foods and beverages for breakfast and lunch Talk about likes and dislikes Express how often something is done Read, listen to, and explain information about foods and beverages for breakfast and lunch Ask and tell what people eat and drink for breakfast and lunch Use the present tense of –er and –ir verbs and me gusta(n), me encanta(n) Maintain a conversation about what you like, including your food preferences Demonstrate an understanding of cultural differences regarding snacks Talk about preferences concerning foods and beverages; eating habits during different meals; favorite activities Listen to and watch a video about breakfast foods Read and be able to respond to a magazine food quiz Present information about: foods and beverages; eating habits during meals; the origins of food items; a restaurant menu Explain breakfast habits in Spanish-speaking countries 		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.1</p> <p>7.1 NM. A.3</p> <p>7.1 NM. A.5</p> <p>7.1 NM. B.2</p> <p>7.1 NM. B.4</p> <p>7.1 NM. C.4</p> <p>7.1 NM. C.5</p>
<p>Performance Task Summary (Project):</p> <p>Students will role-play a telephone conversation between a student in Uruguay and a student from the USA. They will exchange questions about likes and dislikes, favorite activities and what they like to eat for breakfast and lunch.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises 	

Spanish I

3B Para mantener la salud

Essential Question:

- What activities can you do to maintain your health?
- What are healthy eating habits?
- What do you do to keep fit?
- What is good advice to maintain one's health?
- What are not good eating habits and why?
- What do you like to have for dinner?
- Why is nutrition so important?

Enduring Understanding:

Speakers will be able to talk about how eating habits can affect their health. Students will be able to distinguish between good and bad eating habits and what a healthy life style is like.

Materials & Resources:

- Handouts
- board
- computers
- CD-Rom (Realidades 1)
- Video activities (Realidades 1)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- textbook (Realidades 1)
- workbook (Realidades 1)

Vocabulary:

- To talk about food and beverages
- To talk about being hungry and thirsty
- To discuss health
- To indicate a preference
- To indicate agreement or disagreement
- To ask a question or give an answer
- To express quantity
- To describe something
- Other useful expressions

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> Talk about foods and beverages for dinner Describe what people or things are like Discuss food, health, and exercise choices Understand cultural perspectives on diet and health Read, listen to, and explain information about food groups and foods on the Food Guide Pyramid Describe activities to maintain good health Describe people and food Talk about dinner foods Express food preferences Talk about healthy and unhealthy lifestyles Talk about food groups and healthy diet Use the plurals of adjectives and the verb ser Read about a sports diet and learn some facts about an athlete Make a poster about good health habits 	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.1</p> <p>7.1 NM. A.3</p> <p>7.1 NM. A.5</p> <p>7.1 NM. B.2</p> <p>7.1 NM. B.4</p> <p>7.1 NM. C.4</p> <p>7.1 NM. C.5</p>
<p>Performance Task Summary (Project):</p> <p>Students will make a poster in Spanish with suggestions for better health using the food pyramid as a guide as well as information provided in their health classes.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises

Spanish I

4A ¿Adónde vas?

Essential Question:

- What are the different stores in your community and what can you buy there?
- What are the different activities offered at the mall?
- What do you do with your family or friends on the weekends, holidays, etc.?
- Where do you go when you are not in school?
 - Where do you go during the summer?
 - Where do you go for vacation?
 - Why do you go to the library?

Enduring Understanding:

Students will be able to talk about locations in their communities, and ask and tell where they go on specific days. Also, they will talk about activities people like to do, where they do it, how often people do them, and with whom.

Materials & Resources:

- Handouts
- board
- computers
- CD-Rom (Realidades 1)
- Video activities (Realidades 1)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- textbook (Realidades 1)
- workbook (Realidades 1)

Vocabulary:

- Totalkaboutleisureactivities
- Totalkabout places
- Totellwhereyougo
- Totellwithwhomyougo
- Totalkaboutwhenthings are done
- Totalkaboutwheresomeoneisfrom
- Toindicatehowoften
- Otherusefulrelatedexpressions

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> 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 Role-play a new student's first day at school 	<p>Corresponding CCSS/NJCCCS</p>
<p>Performance Task Summary (Project):</p> <p>Student will play the role of a new student and a student who has been at the school for a while. They will find out where the new student is from, activities he or she likes to do and on what days of the week, and where he or she goes and with whom.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises

Spanish I

4B ¿Quieres ir conmigo?

<p>Essential Question:</p> <p>What is your favorite sport? Who do you practice sports with? How often do you practice sports? Where do you practice sport? What extra-curricular sports are offered at school? What extra-curricular sports would you like to be offered on campus? Which famous athlete would you like to meet? Which questions would you ask to this athlete?</p>		
<p>Enduring Understanding:</p> <p>Students will be able to say what sports people play, and answer questions about sports and their favorite athlete. Also, students will be able to extend, accept and decline invitations.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <p>To talk about leisure activities</p> <p>To describe how someone feels</p> <p>To tell what time something happens</p> <p>To extend, accept, or decline invitations</p> <p>Other useful related expressions</p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> Talk about: sports and pastimes; emotions and states of being; when certain events and activities occur 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 Talk about activities outside of school Tell when an event happens Say what you are going to do Use ir + a + infinitive and the verb JUGAR Recognize specialized sports vocabulary Write an invitation to an event Explain cultural perspectives regarding extracurricular activities 		<p>Corresponding CCSS/NJCCCS</p>
<p>Performance Task Summary (Project):</p> <p>A special event is coming up on the calendar and the student wants to invite a friend to go. Students will write an invitation that includes: the name of the event, when, where, at what time the event is taking place, and who is going.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises 	

Spanish I

5A Una fiesta de cumpleaños

<p>Essential Question: What is your family like? How do you celebrate your birthday? How old are you? How do you decorate for your birthday? What items do you use? Who do you invite to your birthday party? What do you do in a birthday party? What are the cultural similarities between “La Quinceañera” and “Sweet Sixteen”? Who is your favorite relative? What is he/she like?</p>		
<p>Enduring Understanding: Students will be able to describe their families and talk about family celebrations and parties.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <p>Totalkaboutfamilymembers</p> <p>Todiscuss and compare ages</p> <p>Totalkaboutpeople</p> <p>Tonameanimals</p> <p>Todiscusswhatsoemonelikes</p> <p>Todescirbeactivities at parties</p> <p>Todiscusscelebrations</p> <p>Otherusefulrelatedexpressions</p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> Describe families Talk about celebrations and parties Ask and tell age Express possession Understand cultural perspectives on family and celebrations Talk about families and celebrations Talk about classes and school materials Talk about favorite activities and preferences Read and listen to information about family celebrations Read a picture-based story Present information about families and celebrations Write about how family members are related Compare the uses of TENER idioms and English equivalents Compare the use of possessive adjectives Explain the use of diminutives in Spanish 		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.1</p> <p>7.1 NM. A.4</p> <p>7.1 NM. B.4</p> <p>7.1 NM. B.5</p> <p>7.1 NM. C.1</p> <p>7.1 NM. C.2</p> <p>7.1 NM. C.3</p> <p>7.1 NM. C.5</p>
<p>Performance Task Summary (Project):</p> <p>Students will make a family tree poster or collages. Students will label each family member identifying their relationship to the student. Orally they will tell the person’s name, age and then list several characteristics that describe each member of their family tree.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises 	

Spanish I

5B Vamos a un restaurant!

Essential Question:

- What is your favorite restaurant?
- What do you like to eat at your favorite restaurant?
- Who do you usually go to a restaurant with?
- What do your parents, friends, etc. usually order in a restaurant?
- What do people usually bring to a party or celebration?
- What are the different types of restaurants and what type of food do they serve?
- What are the differences between SER and ESTAR?

Enduring Understanding:

Students will be able to order food in a restaurant and describe table setting.

Materials & Resources:

- Handouts
- board
- computers
- CD-Rom (Realidades 1)
- Video activities (Realidades 1)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- textbook (Realidades 1)
- workbook (Realidades 1)

Vocabulary:

- Totalkaboutpeople
- To describe people and things
- To describe how someone is feeling
- Totalkaboutfood
- To describe table settings
- Totalkabouteatingout
- To express needs
- Other useful related expressions

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> Talk about family celebrations Describe family members and friends Ask politely to have something brought to you Order meals in a restaurant Understand cultural perspectives on family celebrations Read, listen to, and explain information and describe family members 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 		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.1</p> <p>7.1 NM. A.2</p> <p>7.1 NM. A.3</p> <p>7.1 NM. A.5</p> <p>7.1 NM. B.2</p> <p>7.1 NM. B.4</p> <p>7.1 NM. C.4</p> <p>7.1 NM. C.5</p>
<p>Performance Task Summary (Project):</p> <p>Students will make a booklet / brochure about their favorite restaurant. In the booklet / brochure, students will write a review of the restaurant trying to persuade their classmates to go to the restaurant. Students will organize the information in a word web using the following categories: the name of the restaurant (in the middle circle), service, main course, desert, general description, and other food and drinks.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises 	

Spanish I

6A En mi dormitorio

Essential Question:

- What is your bedroom like?
- What is an ideal teen bedroom?
- What would bedrooms have in the future?
- What color is your bedroom?
- Why is your bedroom different from other bedrooms?
- What does your bedroom say about your personality?
- Do you share your bedroom? If so, do you like sharing?

Enduring Understanding:

Students will be able to describe their bedroom items, electronic equipment, and colors, and indicate its location.

Materials & Resources:

- Handouts
- board
- computers
- CD-Rom (Realidades 1)
- Video activities (Realidades 1)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- textbook (Realidades 1)
- workbook (Realidades 1)

Vocabulary:

- To talk about things in a bedroom
- To talk about electronic equipment
- To talk about colors
- To describe something
- To indicate location
- To compare and contrast
- Other useful related expressions

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> 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 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 	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.1</p> <p>7.1 NM. A.4</p> <p>7.1 NM. A.5</p> <p>7.1 NM. A.3</p> <p>7.1 NM. B.1</p> <p>7.1 NM. B.4</p> <p>7.1 NM. C.1</p> <p>7.1 NM. C.4</p>
<p>Performance Task Summary (Project):</p> <p>Students are going to do a study on how a bedroom can reflect the personality of its owner(s). Using a photograph or drawing of a bedroom, talk about what its contents and colors tell about the personality of the owner. The students must talk about the colors of the bedroom, the things in the bedroom, and things on the wall and what does the bedroom looks like. Then, give an opinion on how the person who lives in the bedroom is and what does he/she likes to do.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises

Spanish I

6B ¿Cómo es tu casa?

<p>Essential Question: What chores do you do? What are your least favorite chores? What is your house like? How many people live in your house? Which chores are they in charge of? What is your favorite place in your house? What is the difference between homes in the USA and homes in Venezuela?</p>		
<p>Enduring Understanding:</p> <p>Students will think about what features make their home or apartment different from or similar to others in their neighborhood. Also, they will present information about rooms in a house and household chores; presenting verbs that tell someone to do something.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <p>Totalkaboutwheresomeonelives</p> <p>Totalkabouthousesorapartment</p> <p>Tonamehousehold chores</p> <p>To describe household ítems</p> <p>Otherusefulrelatedexpressions</p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Identify rooms in a house</p> <ul style="list-style-type: none"> Tell someone where they live Talk about the locations of rooms in a house Talk about furniture found in homes Talk about household chores Give advice to another person 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>Corresponding CCSS/NJCCCS</p> <p>7.1 NM. A.1</p> <p>7.1 NM. A.4</p> <p>7.1 NM. B.1</p> <p>7.1 NM. B.4</p> <p>7.1 NM. B.3</p> <p>7.1 NM. C.1</p> <p>7.1 NM. C.4</p>
<p>Performance Task Summary (Project):</p> <p>Students will create a flyer in Spanish to promote the sale of their family’s house or apartment. Create an attractive and inviting flyer that will make their home (or their dream house, if they prefer) appealing to a potential buyer. The flyer should include:</p> <ul style="list-style-type: none"> • In general, what the house or apartment is like? • How many rooms are there? Which are they? What are they like? What colors are they? • Is there something special in the house? For example: a summing pool... • Include the price and location of the house. 	<p>Authentic Assessment:</p> <p>Anticipatory set</p> <p>Journal writing</p> <p>Oral presentation</p> <p>Classroom participation</p> <p>Listening exercises</p> <p>Reading responses</p> <p>Cloze exercises</p>

Spanish I

Migratory Animals

<p>Essential Question: How does the weather and habitat influence animals' behavior? How do you describe migration?</p>		
<p>Enduring Understanding:</p> <p>Some animals migrate.</p> <p>You describe migration using words related to migratory animals, weather, habitats, geographical locations, and compass points.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <p>To talk about hábitats</p> <p>To talk about migration and different mean of migration</p> <p>To talk about geographical locations and compass points</p> <p>To talk bout the seasons in which migrations occur in the different atmosphere</p> <p>Other usefull related expressions</p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Use available sources to identify information that includes physical characteristics about migratory animals and their habitats.</p> <p>Ask and respond to simple questions about migratory animals and their habitats.</p> <p>Imitate appropriate intonation for asking questions in the target language about animals and their habitats.</p> <p>Use available sources to identify information about the areas around the world where animals live and the reasons they migrate at different time of the year.</p> <p>Asking and respond to questions about migratory animals and the reasons for their migration in the target language.</p> <p>Imitate appropriate intonation for asking questions in the target language dealing with reasons animals migrate.</p> <p>Retell grade level appropriate text orally and/ or in writing that includes reasons animals migrate.</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1.NH.A.1</p> <p>7.1 NH. B.1</p> <p>7.1 NH. C.1</p> <p>7.1 NH. C.4</p> <p>7.1.NH.C.5</p>
<p>Performance Task Summary (Project):</p> <p>Students will create an infomercial on a zoo / national park. Students are responsible for using visual aids during the infomercial such as poster, PowerPoint, or any appropriate media the will help the student aid them in the presentation. The students must include:</p> <ul style="list-style-type: none"> - Details about the zoo / national park. Best time to visit, special features, and schedule. - Identify animals in the zoo / national park, and information about migratory animals and reason why they migrate. - Your opinion about the zoo / national park. - Checklist of specific migratory animals they can see in the zoo / national park. 	<p>Authentic Assessment:</p> <p>Anticipatory set</p> <p>Journal writing</p> <p>Oral presentation</p> <p>Classroom participation</p> <p>Listening exercises</p> <p>Reading responses</p> <p>Cloze exercises</p>

Spanish I

Going Green

<p>Essential Question: Is recycling the same across cultures? How do you describe recyclables?</p>		
<p>Enduring Understanding:</p> <p>Recycling may vary across cultures.</p> <p>You describe recyclables using recyclable categories, shapes, materials, color, number, location, and symbols</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - board - computers - CD-Rom (Realidades 1) - Video activities (Realidades 1) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - textbook (Realidades 1) - workbook (Realidades 1) 	<p>Vocabulary:</p> <p>Totalkaboutdifferenttypes of reciclables ítems.</p> <p>Totalkaboutrecyclablematerials, color, number, symbols.</p> <p>Otherusefulrelatedexpressions</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Use available sources to identify words and phrases associated with recycled products of the Spanish speaking culture.</p> <p>Give and follow directions regarding recycled products.</p> <p>Ask and respond to questions about recycled products.</p> <p>Create a presentation that compares recycled products of the Spanish speaking culture with those of the local community.</p> <p>Use available sources to identify words and phrases associated with environmental products and practices of the Spanish speaking culture.</p> <p>Give and follow directions regarding environmental practices.</p> <p>Ask and respond to questions about environmental practices using the Spanish speaking language.</p> <p>Create a presentation that compares environmental products and practices of the Spanish speaking cultures with those of the local community/ school.</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1.NM.A.1</p> <p>7.1 NM. A.4</p> <p>7.1 NM. B.1</p> <p>7.1 NM. B.4</p> <p>7.1 NM. B.3</p> <p>7.1 NM. C.1</p>

<p>Performance Task Summary (Project): Students will prepare a survey to assess how different people follow and react to the recycling process. They will be divided into groups and each group will target a different population: teachers, students, family and neighbors. They will ask if people recycle and if so, what items they recycle, how often recycling takes place, if they do it voluntarily or not, if they like recycling and why it is beneficial to recycle, and how they would like recycling to be in the future. Then, each group will tally the results. After that, students will share the results with the class.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises Graphic Organizers 	<p>7.1 NM. C.4</p>
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Unit Rationale Big Idea:

Trimester 1 Plan

Unit 1 – All About Me - Personal identity is developed through experiences that occur within your family, community, and culture.

Unit 2 – School Days - Personal identity is developed through experiences that occur within your school and culture.

Trimester 2 Plan

Unit 3 – Home Sweet Home - Many products and practices related to the home are shared across cultures ; others are culture specific.

Unit 4 – Food, Glorious Food - Healthy eating habits and fitness practices may vary across cultures. Many products and practices related to home and community are shared across cultures; others are culture specific.

Trimester 3 Plan

Unit 5 – Celebrations - Personal identity is developed through customs and celebrations that occur within your family, community, and culture.

Unit 6 – Migratory Animals - Learning about migration cultivates an awareness of the shared human experience.

Unit 7 – Going Green - Learning about the environment cultivates an awareness of the shared human experience.

**ACADEMIES@ENGLEWOOD
DWIGHT MORROW HIGH SCHOOL**

**274 Knickerbocker Road,
Englewood, N.J. 07631**

SPANISH II

2013-2014

Dr. Donald K. Carlisle, Superintendent
SPANISH II

Spanish II Calendar

<p style="text-align: center;">Quarter 1</p> <p>Unit 1 All about me - Para Empezar</p> <p>Unit 2 School Days - ¿Qué haces en la escuela? - ¿Qué haces después de las clases? -</p>	September - November
<p style="text-align: center;">Quarter 2</p> <p>Unit 3 Special Event - ¿Cómo te preparas? - ¿Qué ropa compraste?</p> <p>Unit 4 You and your community - ¿Qué hiciste ayer? - ¿Cómo se va...?</p>	November - January
<p style="text-align: center;">Quarter 3</p> <p>Unit 4 You and your community - ¿Qué hiciste ayer? - ¿Cómo se va...?</p> <p>Unit 5 Memories from the past - Cuando éramos niños - Celebrando los días festivos</p>	February - April
<p style="text-align: center;">Quarter 4</p> <p>Unit 6 In the news - Un acto heroico - Un accident</p> <p>Unit 7 Television ¿Viste el partido en la televisión?</p>	April - June

COURSE DESCRIPTION

Spanish II

Incorporating and reinforcing the elements of language taught in Spanish I, this course is designed to expand the students' abilities in the target language to more complex situations and settings. Students will become part of a dynamic, interconnected, and technologically-driven global society as they learn to communicate in the target language across geographical, cultural, and linguistic borders. The four skills of listening, speaking, reading, and writing, in addition to Spanish culture will be emphasized.

This course will offer relevant and developmentally appropriate topics from a variety of technological sources, that are intrinsically interesting, cognitively engaging, and culturally connected will be introduced in meaningful contexts to challenge students to use language to broaden their understanding of themselves and their world and to stress the interrelationship between language and culture. The goal is ultimately to provide students with the skills they need to function in Spanish-speaking countries and communicate with native speakers.

Spanish II Para Empezar

<p>Essential Question: How do you describe yourself? How do you describe others? How do you describe others based on what they like to do? What are you like? What are other people like? Where are you from? Where are others from?</p>		
<p>Enduring Understanding:</p> <p>Students will be able to reinforce concepts that deal with greetings, nationalities, leisure activities performed at school and outside school, adjectives to describe themselves, others and classroom / school activities and how to ask others general / personal questions.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - Board - Computers - CD-Rom (Realidades 2) - Video activities (Realidades 2) - Smart Board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - Textbook (Realidades 2) - Workbook (Realidades 2) 	<p>Vocabulary:</p> <p>To greet someone</p> <p>To ask and tell how someone is</p> <p>To say good-bye</p> <p>Adjectives of nationalities</p> <p>Interrogative words</p>

<p>Objectives (Students will be able to apply the following skills/strategies)</p> <p>Ask and tell information about what you and other people are like Tell where you and other people are from Ask and tell about nationalities of people Ask and tell about things you and other people do Ask and tell about how often you do certain things Ask and tell where one goes and how often Ask and tell where someone is from</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1NH.A.2 7.1NH.A.5 7.1NH.B.1 7.1NH.B.4 7.1NH.C.1</p>
<p>Performance Task Summary (Project):</p> <p>Students will create and present a video about themselves. It should include their names, nationality, adjectives that describe what they are like and adjectives that do not describe what they are like. They must include four daily activities: What they do in the summer, fall, winter and spring with friends. List the activities that they never do. Title of this project: “<i>¡Así soy yo!</i>”</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

Spanish II

1A - ¿Qué haces en la escuela?

<p>Essential Question:</p> <p>What is your school day like? What are the rules in your classroom? What are you and other people like? Where are you and others from?</p>		
<p>Enduring Understanding:</p> <p>Students will be able to talk about what they do in class and about their classroom rules. Additionally, students will talk about school rules and discuss whether these rules work or not. Are there some that could be improved? Students have to think about problems in school that could be prevented by rules.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - Board - Computers - CD-Rom (Realidades 2) - Video activities (Realidades 2) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - Textbook (Realidades 2) - Workbook (Realidades 2) 	<p>Vocabulary:</p> <p>To talk about what you do in class</p> <p>To talk about classroom rules</p> <p>To name school objects</p> <p>Negative and affirmative words</p> <p>Other useful words</p>

<p>Objectives (Students will be able to apply the following skills/strategies)</p> <p>Describe classroom objects and activities Present additional vocabulary to discuss academic courses Speak about school activities Give advice about how to be a good student Talk about classroom rules Speak about personal experiences in school Speak about appropriate and inappropriate school behavior Express affirmative and negative ideas Compare the school rules and customs in other countries with those of your own school</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.A.1 7.1 NH.A.2 7.1 NH.A.4 7.1 NH.B.1 7.1 NH.B.4</p>
<p>Performance Task Summary (Project):</p> <p>Students pretending to be the new school principal will create a list of six new school rules. Each new rule should be illustrated and displayed on a poster to present to the class. Students must include the expressions: <i>Hay que</i> and <i>Se prohíbe</i>.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>	

Spanish II

1B - ¿Qué haces después de la escuela?

Essential Question:

- What do you do during the day, after school, and at night?
- What do others do during the day, after school, and at night?
- What do and don't you like to do?
- What do and don't other people like to do?
- What questions would you need to ask about the daily activities of others?
- What activities do you do during school, in the winter, spring, summer, and fall?
- Where do you and others go and how often?

Enduring Understanding:

Students will be able to talk about the extracurricular activities they attend after school such as drama, art, music, athletics, etc. Students will be able to discuss other activities they do independently outside of school and why. Additionally, students will talk about projects and research papers that require the use of the Internet.

Materials & Resources:

- Handouts
- Board
- Computers
- CD-Rom (Realidades 2)
- Video activities (Realidades 2)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- Textbook (Realidades 2)
- Workbook (Realidades 2)

Vocabulary:

- To talk about extracurricular activities
- To talk about athletic activities
- To talk about music and drama
- To talk about actions with activities
- To talk about and describe internet activities
- To tell how long something has been going on
- To make comparisons
Saber to know (how)
- Conocer, to know, to be

		acquainted with
<p>Objectives (Students will be able to apply the following skills/strategies)</p> <p>Talk about extracurricular activities Talk about classmates and school activities Compare people and things Give personal opinions to compare two things Say what people know or what they know how to do Say with whom or what people are familiar Speak with a classmate and write about him or her Ask and tell how long something has been going on Understand cultural perspectives on extracurricular activities</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.A.1 7.1 NH.A.6 7.1 NH.A.4 7.1 NH.B.4 7.1 NH.C.2 7.1 NH.C.3 7.1 NH.C.5</p>
<p>Performance Task Summary (Project):</p> <p>Students will write a letter to their Spanish teacher about their extracurricular activities and why they chose them. Students must elaborate why they find these activities interesting or challenging. Additionally, they must state how long they have been involved in doing them.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set</p> <p>Journal writing</p>	

	<p>Oral presentation</p> <p>Classroom participation</p> <p>Listening exercises</p> <p>Reading responses</p> <p>Cloze exercises</p>	
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Spanish II

2A - ¿Cómo te preparas?

Essential Question:

- How do you prepare for special events?
- What clothing do you buy?
- What is your daily routine?
- What is a reflexive verb and what does it express?
- How do you express possession in Spanish when you use reflexive verbs?
- When is a verb reflexive as opposed to non-reflexive?
- What are the differences between *ser* and *estar*?
- When you describe a person, what is the difference between how a person feels and what a person is like?
- What is the difference between a possessive adjective and a possessive pronoun?

<p>Enduring Understanding:</p> <p>Student will talk about getting ready for special events, and things they need to do to get ready using reflexive verbs. They will express their emotions regarding special events.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - Board - Computers - CD-Rom (Realidades 2) - Video activities (Realidades 2) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - Textbook (Realidades 2) - Workbook (Realidades 2) 	<p>Vocabulary:</p> <p>To talk about getting ready</p> <p>To talk about things you need to get ready</p> <p>To talk about a special event</p> <p>To talk about how you feel</p> <p>Other useful words and expressions</p> <p>Reflexive verbs</p> <p><i>Ser</i> to be</p> <p><i>Estar</i> to be</p> <p>Possessive adjectives</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Describe getting ready for a special event</p> <p>Speak about the clothes you wear to different events</p> <p>Speak about a special event</p> <p>Talk about daily routines</p> <p>Speak about how quickly or slowly you go about your daily routine</p> <p>Describe people and things</p> <p>Describe people and things using <i>ser</i> and <i>estar</i></p> <p>Express and use possession</p> <p>Understand cultural perspectives on clothing</p> <p>Talk about clothing for different events, weekend plans, and daily routines.</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1</p> <p>7.1 NH.1.2</p> <p>7.1 NH.1.3</p> <p>7.1 NH.4.1</p> <p>7.1.NH.4.2</p> <p>7.1 NH.2.2</p> <p>7.1 NH.3.1</p> <p>7.1 NH.3.2</p> <p>7.1.NH.5.2</p>
<p>Performance Task Summary (Project):</p>	<p>Authentic Assessment:</p>	

<p>Students are to role play that they are an exchange student in Mexico. The host family wants to know about special events in which they participate in their community. Students have to bring photos from home or pictures from a magazine of a special event they might attend. Students have to explain during the presentation the process of getting ready for this event such as: the type of event, clothing worn, things they do to prepare, and their feelings about the event. Utilizing adjectives such as enthusiastic, nervous, happy, etc.</p>	<p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>	
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Spanish II

2B - ¿Qué ropa compraste?

<p>Essential Question:</p> <ul style="list-style-type: none"> What do you go to the mall for? What is a normal shopping trip like for you? What does a store need to have for it to be considered your favorite one and why? Are you a bargain hunter? Can you have a different size despite having the same weight and height? How has clothing for men and women over the years? How has style changed for men and women over the years?
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<p>Enduring Understanding:</p> <p>Students will talk about shopping, how to make clothing purchases, different ways of paying for clothing, and what different types of material are used to make clothing. Students will discuss colors and patterns used depending upon the fashion for men and women.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - Board - Computers - CD-Rom (Realidades 2) - Video activities (Realidades 2) - Smart Board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - Textbook (Realidades 2) - Workbook (Realidades 2) 	<p>Vocabulary:</p> <p>To talk about shopping</p> <p>To talk about colors</p> <p>To describe what clothing is made of</p> <p>To discuss paying for purchases</p> <p>To discuss clothing purchases</p> <p>Other useful words and expressions</p> <p>Preterit of regular verbs</p> <p>Demonstrative adjectives</p>
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<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Describe clothing and fashion Talk about going shopping Describe events in the past Point out specific objects Avoid repetitions when comparing similar things Understand cultural perspectives on parties</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1 7.1 NH.1.2 7.1 NH.1.3 7.1 NH.2.1 7.1 NH.2.2 7.1 NH.3.1 7.1 NH.3.2 7.1 NH.4.1</p>
<p>Performance Task Summary (Project):</p> <p>Students will do a fashion show to exhibit the clothes they bought on a sale at a local mall. Student A pretends to be the model while student B describes what student A is wearing. A third student, student C, interviews student A about the clothes he or she chose.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

Spanish II

3A - ¿Qué hiciste ayer?

<p>Essential Question: How have stores changed over the years? What are the differences between a drug store and a pharmacy? What does the presence of certain stores say about your community? How do cultural perspectives impact the stores in your community?</p>		
<p>Enduring Understanding:</p> <p>Students will talk about places in their community, items they might find in each of the stores within their community. They will talk about running different errands such as going to the post office, to the library, to the pharmacy, to the drug store, etc. They will use the verbs <i>ir</i>, <i>ser</i>, <i>estar</i>, <i>tener</i>, and <i>poder</i> in the preterit tense.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - Board - Computers - CD-Rom (Realidades 2) - Video activities (Realidades 2) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - Textbook (Realidades 2) - Workbook (Realidades 2) 	<p>Vocabulary:</p> <p>To talk about places in a community</p> <p>To talk about mail</p> <p>To talk about items in a sporting-goods store</p> <p>To talk about pharmacy products</p> <p>To make excuses</p> <p>To talk about errands</p> <p>Other useful words and expressions</p> <p>Preterit of <i>ir</i> (to go) and <i>ser</i> (to be)</p> <p>Preterit of <i>tener</i>, <i>estar</i>, and <i>poder</i></p>

		<p>Direct object pronouns: lo, la, los, las</p>
<p>Objectives (Students will be able to apply the following skills/strategies)</p> <p>Talk about things you did and where you did them Explain why you couldn't do certain things Describe things you bought and where you bought them Talk about errands and hours of operation of different places around town Talk about completed errands Talk about past activities Talk about possessions using direct object pronouns Speak about vacation preparations Use the preterit forms of <i>ser, tener, estar, poder</i> and <i>ir</i> Understand cultural perspectives on shopping</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1 7.1 NH.1.2 7.1 NH.1.3 7.1 NH.2.1 7.1 NH.2.2 7.1 NH.3.1 7.1 NH.3.2 7.1 NH.4.1 7.1 NH.4.2 7.1 NH.5.1</p>
<p>Performance Task Summary (Project):</p> <p>Students are going to visit their best friend who lives in Mérida, Mexico for a week during their summer vacation. Mérida is very hot and humid during the summer. Their friend has already told them some plans: visit Mayan ruins nearby, spend time with friends, and go to the beach in Cancún for two days.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing</p>	

<p>Students are to make a poster and deliver an oral presentation to explain what they did to prepare for the trip. The students should make a list of the items they need to bring for the week. Additionally, they have to explain if they already have the items at home or if they need to buy them. If not, where do they need to go to purchase them?</p>	<p>Oral presentation</p> <p>Classroom participation</p> <p>Listening exercises</p> <p>Reading responses</p> <p>Cloze exercises</p>	
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Spanish II

3B - ¿Cómo se va ...?

Essential Question:

- What makes a good driver?
- What should you remember when you are driving?
- Why are traffic signs important?
- What is a command?
- When do you use it?

<p>Enduring Understanding:</p> <p>Students will talk and understand driving advice. Additionally, they will ask for and give directions on how to get to a certain place.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - Board - Computers - CD-Rom (Realidades 2) - Video activities (Realidades 2) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - Textbook (Realidades 2) - Workbook (Realidades 2) 	<p>Vocabulary:</p> <p>To talk about driving</p> <p>To give and receive driving advice</p> <p>To ask for and give directions</p> <p>Present progressive; irregular forms</p> <p>Irregular affirmative tú commands</p> <p>Direct object pronouns</p>
<p>Objectives (Students will be able to apply the following skills/strategies)</p> <p>Give directions for getting to places</p> <p>Give a friend directions for a task</p> <p>Discuss driving and good driving habits</p> <p>Speak and write about things on a map</p> <p>Speak about traffic signs, driving, and a local traffic situation</p> <p>Discuss various aspects of driving</p> <p>Use the object pronouns</p> <p>Use the irregular affirmative <i>tú</i> commands</p> <p>Use the irregular forms of present progressive</p> <p>Understand cultural perspectives on neighborhoods</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1</p> <p>7.1 NH.1.2</p> <p>7.1 NH.1.3</p> <p>7.1 NH.2.1</p> <p>7.1 NH.2.2</p> <p>7.1 NH.3.1</p> <p>7.1 NH.3.2</p> <p>7.1 NH.4.1</p> <p>7.1 NH.4.2</p> <p>7.1 NH.5.1</p>
<p>Performance Task Summary (Project):</p> <p>Students will create a poster that can be displayed in the classroom that</p>	<p>Authentic Assessment:</p>	

<p>reminds everyone of safe driving practices and special traffic signs they need to recognize. Students should include the following information in the poster: the traffic signs that are important, the instructions they give, their shape and their colors.</p>	<p>Anticipatory set</p> <p>Journal writing</p> <p>Oral presentation</p> <p>Classroom participation</p> <p>Listening exercises</p> <p>Reading responses</p> <p>Cloze exercises</p>	
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Spanish II

4A – Cuando éramos niños

Essential Question:

- What were your favorite childhood toys and games?
- What were you like as a child?
- What were your favorite activities?
- What were your favorite songs and/or nursery rhymes?
- What pets did you have when you were a child?
- What do you remember about your grandparents?
- Where do you used to take your vacation?

<p>Enduring Understanding:</p> <p>Students will use the imperfect tense to speak about past habitual actions in their childhood. They will be able to talk about the games and toys they enjoyed playing as a child. Students will be able to talk about pets they may have had, and things they did in the past that they no longer do today.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - Board - Computers - CD-Rom (Realidades 2) - Video activities (Realidades 2) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - Textbook (Realidades 2) - Workbook (Realidades 2) 	<p>Vocabulary:</p> <p>Names of toys</p> <p>Names of animals</p> <p>To discuss things you used to do</p> <p>Names of places</p> <p>To explain your actions</p> <p>To describe what someone was like</p> <p>Imperfect of <i>ir</i>, <i>jugar</i>, <i>ser</i>, <i>tener</i>,</p> <p>Indirect object pronouns</p>
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<p>Objectives (Students will be able to apply the following skills/strategies)</p> <p>Discuss childhood, toys, and games Describe what you were like as a child Talk about activities that you used to do as a child Talk about toys, pets, and animals in fables Talk about celebrations and how you used to celebrate parties in childhood Talk about favorite fairy tales, fables, songs, etc. Understand cultural perspective on childhood songs</p>		<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1 7.1 NH.1.2 7.1 NH.1.3 7.1 NH.2.1 7.1 NH.2.2 7.1 NH.3.1 7.1 NH.3.2 7.1 NH.4.1 7.1 NH.4.2 7.1 NH.5.1</p>
<p>Performance Task Summary (Project):</p> <p>Students will make a PowerPoint presentation explaining what they were like as a child. Students should include what their favorite toy was, what they played, with whom they played, what they were allowed to do and what they were not allowed to do.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>	

Spanish II

4B – Celebrando los días festivos

Essential Question:

What makes an event special?
 What do holidays reveal about cultural perspectives?
 How celebrating holidays affects our lives?

Enduring Understanding:

Students will use the imperfect and preterit tense to speak about past celebrations and holidays that impacted their childhood. Students will gain awareness of how celebrations change from culture to culture.

Materials & Resources:

- Handouts
- Board
- Computers
- CD-Rom (Realidades 2)
- Video activities (Realidades 2)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- Textbook (Realidades 2)
- Workbook (Realidades 2)

Vocabulary:

To talk about manners and customs

To talk about people

To talk about special events

To discuss the past

Use the preterit and imperfect to describe a situation

Reciprocal actions

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Describe holiday celebrations Talk about your family and relatives Describe people, places, and situations in the past Talk about how people interact Talk about greetings and leave-talking Talk about celebrations, family and social occasions, family members and friends Talk about appropriate and inappropriate social etiquette Talk about social customs Use the preterit and imperfect tense to describe celebrations Understand cultural perspectives on holidays and special events</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1 7.1 NH.1.2 7.1 NH.1.3 7.1 NH.2.1 7.1 NH.2.2 7.1 NH.3.1 7.1 NH.3.2 7.1 NH.4.1 7.1 NH.5.1 7.1 NH.5.2</p>
<p>Performance Task Summary (Project):</p> <p>Students will write an email to an imaginary pen pal who wants to know about their favorite holiday or celebration. Student must describe an event from their childhood which include: What they did and what they used to do, where they would gather, what the event was like, who attended, and why they liked the event so much.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

Spanish II

5A – Un acto heroico

<p>Essential Question: How do you respond to an emergency? How do you respond to a national disaster? Have you ever experienced an accident, national disaster, emergency, and what was your reaction? Do you watch the news and what is your reaction?</p>		
<p>Enduring Understanding: Students will talk about natural disasters and extreme weather conditions. Students will be able to use the preterit and imperfect tense to describe a natural disaster and emergency events.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - Board - Computers - CD-Rom (Realidades 2) - Video activities (Realidades 2) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - Textbook (Realidades 2) - Workbook (Realidades 2) 	<p>Vocabulary:</p> <p>To talk about natural disasters and extreme weather conditions</p> <p>To discuss the news</p> <p>To talk about fires</p> <p>To discuss rescues</p> <p>To tell a story</p> <p>Present of <i>oir</i> Preterite of <i>oir</i>, <i>creer, leer, destruir</i></p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Discuss emergencies, crises, rescues, and heroic acts Describe past situations and settings Describe weather conditions Speak about emergencies and rescues Talk about fires, fire evacuation, and natural disasters Talk about emergency service personnel, heroes, disaster relief efforts Talk about shelters, and furnishings How to sequence events in the past</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1 7.1 NH.1.2 7.1 NH.1.3 7.1 NH.2.1 7.1 NH.2.2 7.1 NH.3.1 7.1 NH.3.2 7.1 NH.5.2</p>
<p>Performance Task Summary (Project):</p> <p>Students will pretend to work at a local television station and they prepare a special news report about a fire that occurred in their town. One student is a reporter that is at the scene of the disaster and the other student is the anchor person interviewing the reporter about what happened.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

Spanish II

5B – Un accidente

Essential Question:

- Have you ever been involved in an accident?
- Have you ever had to go to the emergency room due to an accident?
- Have you ever been the bystander of an accident and what was your reaction? What did you do?
- Are you prepared to help in case of an accident?

Enduring Understanding:

Students will talk about accidents and parts of the body affected by accidents, and types of treatments applied for certain medical conditions.

Materials & Resources:

- Handouts
- Board
- Computers
- CD-Rom (Realidades 2)
- Video activities (Realidades 2)
- Smart board
- www.Phschool.com
- www.Studyspanish.com

Texts:

- Textbook (Realidades 2)
- Workbook (Realidades 2)

Vocabulary:

To talk about treatments for medical conditions

To explain how an accident occurred

To name parts of the body

Other useful words and expressions

Preterite of venir, decir, traer, poner

Imperfect progressive tense

Present participles

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Describe an accident scene Talk about injuries and treatments Talk about what they were doing when an accident occurred Talk about different types of accidents, possible injuries, and ambulance service Talk about emergency room visits, medical treatment Understand cultural perspectives on health</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1 7.1 NH.1.2 7.1 NH.1.3 7.1 NH.2.1 7.1 NH.2.2 7.1 NH.3.1 7.1 NH.3.2 7.1 NH.4.1 7.1 NH.4.2</p>
<p>Performance Task Summary (Project):</p> <p>Students will report an accident that they saw outside the school building. Student must write a summary as documentation for the school. The summary should include names of the people involved, a description of the accident, time and place of the accident, a description of the injuries, and what type of assistance was offered to the victims.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

Spanish II

6A – ¿Viste el partido en la televisión?

<p>Essential Question:</p> <p>What makes you decide to watch one television show over other ones? How has television change over the years? How does television affect society? Could you live without television? What would you do instead? Does television bring families together or it divides families?</p>		
<p>Enduring Understanding:</p> <p>Students will talk about different types of television programs and sports shows and be able to describe how they feel about them.</p>	<p>Materials & Resources:</p> <ul style="list-style-type: none"> - Handouts - Board - Computers - CD-Rom (Realidades 2) - Video activities (Realidades 2) - Smart board - www.Phschool.com - www.Studyspanish.com <p>Texts:</p> <ul style="list-style-type: none"> - Textbook (Realidades 2) - Workbook (Realidades 2) 	<p>Vocabulary:</p> <p>To talk about a sporting event</p> <p>To talk about a contest</p> <p>To talk about how you feel</p> <p>Other useful words</p> <p>Preterite of –ir stem-changing verbs pedir, dormir</p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <p>Talk about what they saw on television Express their opinion about TV programs Discuss different types of television programs available Discuss viewing habits and how these affect their lives Understand cultural perspectives on television programs in Spanish-speaking counties</p>	<p>Corresponding CCSS/NJCCCS</p> <p>7.1 NH.1.1 7.1 NH.1.2 7.1 NH.1.3 7.1 NH.2.1 7.1 NH.2.2 7.1 NH.3.1 7.1 NH.3.2 7.1 NH.4.2 7.1 NH.5.1 7.1 NH.5.2</p>
<p>Performance Task Summary (Project):</p> <p>Students will look at the TV guide and find a program (preferably a Spanish program) they like to watch. They will try to convince other students to watch this show. The project must include the name and theme of the show, day and time, the channel in which the show appears, what the target audience is, actors or actresses. Additionally, students should explain what happened in the previous episode by using adjectives that describe the program. Students should state how they felt when they watched the program, and why they like this specific show.</p>	<p>Authentic Assessment:</p> <p>Anticipatory set Journal writing Oral presentation Classroom participation Listening exercises Reading responses Cloze exercises</p>

