

Englewood Public School District

World Language, Spanish-Eighth Grade

Unit 1

Unit 1: Who Are You?; School Life, Healthy Lifestyle, and Hispanic Heritage Month: Famous People & Places

Overview: The 8th grade Spanish course will introduce students to the basics of the language and culture of Spanish speaking nations. During this unit students will familiarize themselves with basic oral and written vocabulary words related to introducing and describing themselves, school life, and healthy living. Students will start using the Spanish language to exchange information about themselves and others, describe things, and respond to basic commands. They will also study the Hispanic culture by learning about famous Hispanic people, places, and celebrations. Students will develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills. The 8th grade Spanish program will be supported by the *Realidades B* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary.

Time Frame: 40 to 44 Days

Enduring Understandings:

Students will understand that...

- *They can greet others in Spanish using simple memorized phrases and culturally appropriate gestures.*
- *Learning another language will help them communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer questions in Spanish.*
- *They can identify and label items into specific categories.*
- *They can learn about different Hispanic cultures, people, and places.*
- *They can make healthy lifestyle choices.*
- *They can identify works of art from famous Spanish artists.*
- *They can communicate with others in a foreign language to obtain information, express feelings, and share opinions*
- *They can compare and contrast their daily experience and routines with that of teens from other countries.*

Essential Questions:

- *How do I describe myself in Spanish?*
- *How does learning about healthy choices in Spanish help me have a healthier lifestyle?*
- *How can I use Spanish vocabulary that I know to describe, and identify myself and others?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning Spanish help reinforce my reading and written language skills?*
- *How does learning Spanish help me navigate my classroom, school, and environment better?*
- *How is teen life in the United States different from teen life in another country?*
- *How does learning a foreign language help me gain critical 21st century skills?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5</p>	<p>Topics Who are you? School Life, Healthy Living and Hispanic Heritage Month: Famous People & Places</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross-cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness <p>http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</p> <p>Objectives Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Describe people, places, and things in Spanish • Listen to, learn, and sing Spanish songs • Learn to tell how old someone is in Spanish • Use appropriate gestures when greeting others, 	<p>As an introduction to this unit students will watch a video about talking about themselves in Spanish.</p> <p>Following a teacher led lesson on adjectives, students will interview one another using the following questions: What is your name? When is your birthday and how old are you? What is your favorite color? What is your favorite past time? Where do you live? What is your favorite class? (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher-led grammar lesson about definite and indefinite articles, students will practice using articles using a text based activity. (RH.6-8.4)</p> <p>Following a teacher-led lesson on word order: placement of adjectives and teacher modeling, students will write a descriptive paragraph about themselves. (WHST.6-8.2)</p>	<p>You-Tube: <i>7 Talk about Yourself and Your Hobbies in Spanish + the verb GUSTAR</i> https://youtu.be/kj7UzUgWec</p> <p><i>Realidades B</i> 1B: Y tú, ¿cómo eres? • adjectives</p> <p><i>Realidades B</i> 1B: Y tú, ¿cómo eres? • adjectives • definite and indefinite articles</p> <p><i>Realidades B</i> 1B: Y tú, ¿cómo eres? • adjectives • word order: placement of adjectives</p> <p>Carmen Lomas Garza http://carmenlomasgarza.com</p> <p><i>Realidades B</i> 2B: Tu sala de clases</p> <p>Teacher Toolkit: Frayer Model</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> • Common Formative Assessment <p>Formative Assessments: Levels-Novice, Intermediate</p> <p>All levels-Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are speaking, completing activities, and singing</p> <p>N&I-Teacher will observe and/or take anecdotal notes and ask students to point to the image or picture that represents targeted Spanish vocabulary for given unit</p> <p>Oral presentation, vocabulary and dialog:</p> <p>N-Students will introduce themselves by stating the</p>

<p>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	<p>leaving others, and in daily interactions</p> <ul style="list-style-type: none"> • Ask simple questions in target language. • Understand and use common Spanish expressions • Identify, name, and label school and classroom related objects and activities • Learn about the different countries where Spanish speakers live • Learn about the Hispanic Heritage month in the United States • Learn about famous Hispanic people • Learn how to use and write adjectives in Spanish • Learn correct word order when using singular and plural adjectives to describe things • Conjugate and use the verbs “estar” and “ser” • Learn and use definite and indefinite articles in oral and written language • Learn and use the plural forms of nouns and 	<p>Following a teacher led lesson on Spanish grammar focusing on descriptive adjectives, students will work in small groups and play the How does it look?” and “What is Happening” game (¿Como es? And ¿Que esta pasando?) and describe Carmen Garza’s painting using articles, adjectives, and learned unit vocabulary. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher-led vocabulary lesson on school related vocabulary, students will create Frayer Model vocabulary flashcards. (RH.6-8.4)</p> <p>Following a teacher led grammar lesson on the plural forms of nouns and articles, Students will complete a text based practice assignment. (RH.6-8.4)</p> <p>Students will work in small groups to create post-it note labels for classroom objects. (CRP4, CRP12, 9.2.8.B.3)</p>	<p>http://www.theteachertoolkit.com/index.php/tool/frayer-model</p> <p><i>Realidades B</i> 2B: Tu sala de clases</p> <ul style="list-style-type: none"> • plural forms of nouns and articles <p><i>Realidades B</i> 2B: Tu sala de clases</p> <ul style="list-style-type: none"> • plural forms of nouns and articles • the verb <i>estar</i> <p>Dali.org: Timeline Salvador Dali https://thedali.org/timeline/</p> <p>The Art Story: Francisco Goya https://www.theartstory.org/artist-goya-francisco.htm</p> <p>Carmen Lomas Garza http://carmenlomasgarza.com</p> <p>Paper Plate Melting Clock Project https://artsycraftsymom.com/salvador-dali-art-projects-for-kids/</p> <p>Spanish Quiz of Definite and Indefinite Articles</p>	<p>person’s name, age, and what their favorite color is</p> <p>I- Students will introduce one another by stating the person’s name, age, birthday, and what their favorite color and class is</p> <p>Written and Oral language and Vocabulary:</p> <p>N-Students will name and write 5 classroom related objects</p> <p>I-Students will name and write 8 classroom related objects</p> <p>Digital and Oral Presentations and Cultural Perspectives:</p> <p>N & I Students will create a 6-slide presentation about a famous Spanish speaking artist using Google classroom or PowerPoint And present it to the class</p> <p>Written and Oral Language:</p> <p>N & I- Quiz on definite and indefinite articles</p>
---	--	--	---	--

<p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p>articles in oral and written language</p> <ul style="list-style-type: none"> • Use print, recorded, and digital media to learn Spanish 	<p>Following a teacher-led grammar lesson on the verb <i>estar</i>, students will work in pairs and orally conjugate the verb <i>estar</i> and use it in a sentence. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following teacher modeling, students will create a schedule of their day at school listing all their classes and afterschool activities. (WHST.6-8.2, CRP6)</p> <p>In honor of Hispanic Heritage month, Students will study the biographies and artwork of famous Spanish speaking artists: Salvador Dali, Francisco Goya, and Carmen Garza. They will then select one of the artist and create a 6 slide digital presentation about said artist including a timeline, some famous art work and their biography. (WHST.6-8.2, 6.1.8.D.1.b, CRP4, CRP6, 8.1.8.A.1, 9.2.8.B.3)</p> <p>In honor of Hispanic Heritage month students will create Salvador Dali</p>	<p>https://quizlet.com/2892562/spanish-quiz-of-definite-and-indefinite-articles-flash-cards/</p> <p>Spanish Infinitive and Negative https://quizlet.com/77675694/spanish-infinitive-and-negative-words-flash-cards/</p> <p>Read-Write-Think Interactive Venn Diagram http://www.readwritethink.org/files/resources/interactive_s/venn_diagrams/</p> <p><i>Realidades A</i> 3B: Para mantener la salud</p> <ul style="list-style-type: none"> • plural of adjectives • the verb <i>ser</i> <p>Teacher Toolkit: Frayer Model http://www.theteachertoolkit.com/index.php/tool/frayer-model</p> <p><i>Realidades A</i> 3B: Para mantener la salud</p> <ul style="list-style-type: none"> • plural of adjectives 	<p>N & I- Compare and contrast Venn diagram: Halloween versus Dia de Los Muertos</p> <p>Digital and/or oral Presentations and Cultural Perspectives:</p> <p>N & I- Students will present their digital Venn diagrams comparing Halloween and Dia de los Muertos</p> <p>Written and Oral Language and Vocabulary:</p> <p>N-Students will write two sentences using healthy lifestyle vocabulary words and plural adjectives</p> <p>I-Students will write 4 sentences using healthy lifestyle vocabulary words and plural adjectives</p> <p>Summative Assessments:Teacher made quizzes</p> <p>Teacher made rubrics</p> <p>Unit Assessments</p>
--	--	--	--	---

<p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		<p>inspired art: Paper Plate Melting Clock. (CRP6)</p> <p>Following a teacher based lesson on definite and indefinite articles, students will work in pairs to describe people in the classroom. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following teacher led lessons on Spanish grammar with an emphasis on infinitives, negatives, and expressing agreement or disagreement, students will orally compare and contrast Halloween versus Dia De Los Muertos using learned vocabulary. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Students will independently complete an interactive Venn Diagram comparing Halloween versus Dia De Los Muertos using unit vocabulary. (WHST.6-8.2, CRP46, 8.1.8.A.1)</p> <p>Following a teacher-led vocabulary lesson on healthy lifestyle choices, students will complete Frayer model flashcards</p>	<p><i>Realidades A</i> 3B: Para mantener la salud • the verb <i>ser</i></p> <p>NEWSELA-Spanish Los jóvenes adultos necesitan más conexión humana para superar la soledad https://newsela.com/read/Generation-Z-lonely-spanish/id/44328/</p> <p>My Free Bingo Cards https://myfreebingocards.com</p> <p>Quizlet https://quizlet.com/subject/Spanish-classroom-words/</p>	<p>District Benchmark Assessments</p> <p>Alternative Assessment: Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.</p> <p>Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.</p>
--	--	--	--	--

		<p>for select vocabulary words and work in pairs to oral say vocabulary words. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher-led grammar lesson on plural adjectives, students will write simple sentences using unit vocabulary and plural adjectives. (WHST.6-8.2, CRP6)</p> <p>Following a teacher-led grammar lesson on the verb “ser”, students will work in pairs to orally conjugate the verb and complete a text-book based writing assignment. (RH.6-8.4, WHST.6-8.2)</p> <p>Teacher will read aloud a health and science based Spanish article about the importance of human interaction to combat loneliness and lead a class discussion about healthy choices and responsible use of technology. (8.1.8.A.1, CRP4, 6.1.4.D.13, 9.2.8.B.3)</p> <p>Students will review unit vocabulary by playing BINGO, Word Searches, and</p>		
--	--	---	--	--

		Concentration/Memory games.		
--	--	-----------------------------	--	--

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.

The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

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

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies • Word walls • Use peer readers • Give page numbers to help the students find answers 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Offer preferential seating • Work with paraprofessional • Use multi-sensory teaching approaches • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our- 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in 7th grade appropriate written format. Oral prompts can be given. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments for 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Use flexible grouping to support instruction that is differentiated by content, process, and/or product in order to address student interest

<ul style="list-style-type: none"> • Provide a computer for written work • Provide two sets of textbooks, one for home and one for school • Provide visual aids • Provide additional time to complete a task • Use graphic organizers • Offer preferential seating 	<p>work/about-udl.html#.VXmoXcfD_UA).</p> <ul style="list-style-type: none"> • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, graphs, charts, technology tools). 	<p>personal space or other behaviors as needed.</p> <ul style="list-style-type: none"> • Devise a subtle, private cueing system to ensure on-task behavior • Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<ul style="list-style-type: none"> • Real world scenarios • Student Driven Instruction • Use project-based science learning to connect Spanish with real life experiences and individual student interests. • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs to extend learning opportunities. • Offer mentorship opportunities for students interested in exploring careers in the content area.
--	--	--	---

Interdisciplinary Connections:

ELA - NJSLS/ELA:

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

SOCIAL STUDIES:

6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

CAREER READY PRACTICES:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

INTEGRATION OF 21ST CENTURY LEARNING STANDARDS NJSLS 9:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Key Vocabulary: adios, Buenos días, Buenas tardes, Buenas, noche, ¿Como estas? Bien, gracias, hasta luego, si, no, gracias, de nada, ¿Cuál es tu nombre?, ¿Cómo te llamas?, nos vemos, mucho gusto, igualmente, regular, muy bien, nada, ¿Que pasa?, hoy, mañana, **términos literarios**- obras de teatro, teatro, actores, personajes, argumento, narrador, escena, acto, voz, ritmo, dicción, drama, comedia, tragedia, literatura, narrativa, antagonista, protagonista, clímax, introducción, conclusion, trazar, analizar, comparar, contrastar, diálogo, motivación, perseverancia, **Clase:** la mesa, pupitre, la silla, el lápiz, la puerta, el escritorio, el libro, el reloj, el mapa, el globo, el/la maestro/a, el borrador, **Materiales escolares:** carpetas, papel, lápices, crayones, mochila, lápices de colores, borradores, **Escuela-** Horario escolar, clases, períodos, primer período, segundo período, tercero, cuarto, quinto, programación de bloque, materias, materia, profesor, compañeros de clase, artes del lenguaje, idiomas del mundo, matemáticas, arte, música, educación física, ciencias, estudios sociales, historia, laboratorio, almuerzo, centro de medios, biblioteca, oficina de orientación, oficina principal, consejero, **Gente y personalidades**- amigos, gente famosa, amigable, amable, cariñosa, feliz, confiable, responsable, rica, talentosa, agradable, extrovertida, inteligente, divertida, ingeniosa, mala, cansada, ocupada, enferma, triste, contenta, **Famosos Hispanos**-Francisco de Goya, Carmen Lomas Garza, Salvador Dali **Mantener la salud-** Vida saludable: ejercicio, caminar, correr, practicar deportes, levantamiento de pesas, aeróbicos, baile, educación física, comer sano, frutas, verduras, vitaminas, agua, proteínas, grasas, carbohidratos, dormir, descansar, leer, escribir, compartir sus sentimientos , mantén amigos, cuídate. **Other vocabulary depending on students language levels**

Englewood Public School District

World Language, Spanish-Eighth Grade

Unit 2

Unit 2: Invitations, Currency, Restaurants, Home, and Civil Rights

Overview: The 8th grade Spanish course will introduce students to the basics of the language and culture of Spanish speaking nations. During this unit students will continue to familiarize themselves with basic oral and written vocabulary words related to invitations, restaurants, currency, home life, and Civil Rights. Students will start using the Spanish language to ask and answer questions, describe places, describe relationships, and use action words. They will also understand cultural perspectives by comparing their home life with that of a student in a Spanish speaking country. Students will develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills. The 8th grade Spanish program will be supported by the *Realidades B* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary.

Time Frame: 42 to 46 Days

Enduring Understandings:

Students will understand that...

- *They can interact and play games with others using Spanish vocabulary.*
- *They can describe their home and other homes in Spanish.*
- *Learning another language will help them communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer simple questions in Spanish.*
- *They can invite friends and family to events and activities using Spanish.*
- *They can order food at a restaurant in Spanish*
- *They can understand simple commands in Spanish.*
- *They can describe people, places, and things in a foreign language.*
- *They can use verbs to describe actions, feelings, and relationships in a foreign language.*
- *They can compare and contrast different cultures.*
- *They can gain cultural and historical perspective by learning about the Hispanic culture in America and the civil rights movement.*

Essential Questions:

- *Why is a home important?*
- *How and why do we need money and how is it used around the world?*
- *How will asking and answering questions in Spanish help me improve my oral comprehension and speaking skills?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning a foreign language reinforce my reading and writing skills in my primary language?*
- *How does learning a foreign language help me gain critical 21st century skills?*
- *How can learning about Hispanic civil rights help me become culturally aware and civic minded?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age-and level appropriate, culturally</p>	<p>Topics</p> <p>Home Life, Invitations, Currency, Restaurants, and Civil Rights</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> Social and Cross cultural skills The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity Global Awareness <p>http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> Understand that it is possible to communicate in a foreign language Play matching games related to unit vocabulary Ask and answer simple questions in target language 	<p>Following a teacher-led lesson about inviting others to events and places, students will create an invitation to an event. (WHST.6-8.2, CRP4, CRP6, 9.2.8.B.3)</p> <p>Following a teacher-led lesson on the verb “ir” + a + infinitive students will complete a text based assignment. (RH.6-8.4)</p> <p>Following a teacher-led grammar lesson on the verb “jugar”, students will work in pairs to invite one another to play a sport or game. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Students will watch a Spanish vocabulary video describing things in a bedroom.</p> <p>Following a teacher led vocabulary lesson on bedroom vocabulary, students will draw a picture of their dream bedroom and label the</p>	<p><i>Realidades B</i> 4B: ¿Quieres ir conmigo? • <i>ir</i></p> <p><i>Realidades B</i> 4B: ¿Quieres ir conmigo? • <i>ir</i> + <i>a</i> + infinitive</p> <p><i>Realidades B</i> 4B: ¿Quieres ir conmigo? • the verb <i>jugar</i></p> <p>My bedroom in Spanish-Mi Cuarto https://youtu.be/ZBikT41ir4</p> <p><i>Realidades B</i> 6B: ¿Cómo es tu casa?</p> <p><i>Realidades B</i> 6B: ¿Cómo es tu casa?</p> <p><i>Realidades B</i> 6B: ¿Cómo es tu casa? • affirmative tú commands • the present progressive tense</p> <p>Read-Write-Think: T-Chart http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf</p> <p>Read-Write-Think</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Formative Assessments: Levels-Novice, Intermediate</p> <p>Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, listening, speaking, and singing</p> <p>Teacher will observe and/or take anecdotal notes and ask students to name family members and school related objects or activities.</p> <p>Listening and Speaking and vocabulary acquisition:</p> <p>N-Students will name 3-4 items in their bedroom</p>

<p>authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face-to-face communication.</p> <p>Ask and respond to simple questions, make requests, and express preferences</p>	<ul style="list-style-type: none"> Students will categorize and classify objects Use correct Spanish grammar in oral and written language Understand and use common Spanish commands Identify, classify, and name household objects in Spanish Learn and write about the Civil Rights movement Invite others to events and celebrations Compare and contrast people, places, and things relate to unit vocabulary Describe a typical home in the United States using descriptive adjectives Compare and contrast their home with that of a student in a Spanish speaking country Understand and label currency throughout the United States and Latin-America Learn how to conjugate and use stem changing verbs 	<p>different parts of their dream room. (WHST.6-8.2, CRP4, CRP6, 9.2.8.B.3)</p> <p>Following a teacher led grammar lesson using comparative adjectives and subject pronouns, students will develop simple dialogs in which they describe and compare their dream bedrooms with others using unit vocabulary. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher-led vocabulary lesson, students will create home and household related vocabulary cards. (WHST.6-8.2)</p> <p>Following teacher-led grammar lessons on present tense progressive verbs and affirmative tu commands, students will complete text related practice assignments. (RH.6-8.4)</p> <p>Students will orally create dialogs asking one another: What room is? What room has? The ___room has ... (CRP4, CRP12, 9.2.8.B.3)</p>	<p>Interactive Venn Diagram http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html</p> <p>Read-Write-Think Interactive Printing Press http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html</p> <p>Quizlet: Money https://quizlet.com/193882364/spanish-money-flash-cards/</p> <p>Quizlet: Spanish Currency https://quizlet.com/189732382/spanish-currency-flash-cards/</p> <p><i>Realidades B</i> 5B: ¡Vamos a un restaurante! • the verb <i>venir</i> • the verbs <i>ser</i> and <i>estar</i></p> <p><i>Realidades B</i> 5B: ¡Vamos a un restaurante!</p> <p>Read-Write-Think</p>	<p>I-Students will name at least 5-6 items from their bedrooms</p> <p>N-Students will orally identify 4 rooms in a house</p> <p>I-Students will orally identify all rooms in a house</p> <p>Vocabulary Acquisition and Written and Oral Language:</p> <p>N-Students will write a 3-4 sentence paragraph describing their dream house and listing at least 6 things found in the house</p> <p>I-Students will write a 4-5 sentence paragraph describing their dream house and listing at least 8 items found in the house</p> <p>Digital Presentations and Cultural Perspectives:</p> <p>N & I Students will present their digital interactive Venn diagram comparing homes in Spanish speaking countries versus</p>
--	---	--	---	---

<p>using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic</p>	<ul style="list-style-type: none"> • Describe different parts of a house or apartment. • Use print, recorded, and digital media to learn Spanish • Use digital media to learn about Spanish speaking countries and people 	<p>The class will create a T-Chart comparing and contrasting living in an apartment vs. living in a house using Spanish vocabulary. (CRP4)</p> <p>Students will create a plan for their dream house and use Spanish labels.</p> <p>Students will work in pairs using digital media to research about what homes are like in a Spanish Speaking country versus the United States. Students will use this information to create a Venn Diagram or other Graphic organizer to compare and contrast an American housing with that of a Spanish Speaking country. (WHST.6-8.2, CRP4, 6.1.8.D.1.b, 8.1.8.A.1, 9.1.4.C.2, 9.2.8.B.3)</p> <p>Students will create a Spanish flyer selling their family house or their dream house using an interactive printing press.</p>	<p>Cooking Up Descriptive Language: Designing Restaurant Menus http://www.readwritethink.org/classroom-resources/lesson-plans/cooking-descriptive-language-designing-842.html</p> <p>Read-Write-Think Captioning the Civil Rights Movement: Reading Images, Writing the Words http://www.readwritethink.org/classroom-resources/lesson-plans/captioning-civil-rights-movement-31145.html</p> <p>Read-Write-Think Interactive Venn Diagram http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html</p>	<p>houses in the United States</p> <p>Digital Presentations and Cultural Perspectives:</p> <p>N & I Students will present their currency posters to the class</p> <p>Oral presentation, vocabulary, and dialog:</p> <p>N- Students will present their menus to the class I- Students will present their menus and ask someone what they wish to order and describe two of the main dishes from a sample menu.</p> <p>Oral and Written Language and Cultural Perspectives:</p> <p>N-Students will write single sentence captions on at least 2 slides</p> <p>I-Students will write a single sentence caption on at least 4 slides</p> <p>Summative Assessments:Teacher made quizzes</p>
--	--	---	--	--

<p>materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		<p>(WHST.6-8.2, 6.1.4.D.13, CRP4, CRP6, 8.1.8.A.1, 9.2.8.B.3)</p> <p>Following a teacher directed lesson about money related vocabulary, students will create money related flashcards. (WHST.6-8.2)</p> <p>Students will work with partners to research the names for currency in Spanish speaking countries. (CRP12)</p> <p>Students will create a list of different currencies from Spanish speaking countries and create a poster showing the country, the flag, and the name of the currency. (CRP6, CRP12)</p> <p>Following teacher-led grammar lessons on the verbs “venir”, “ser”, and “estar”, students will complete textbook related practice activities and orally conjugate verbs with a partner. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher-led lesson on restaurant</p>		<p>Teacher made rubrics</p> <p>Unit Assessments</p> <p>District Benchmark Assessments</p> <p>Alternative Assessment:</p> <p>Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.</p> <p>Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.</p>
--	--	--	--	---

vocabulary and ordering food, students will work in pairs practicing ordering food.
(CRP4, CRP12, 9.2.8.B.3)

Following a teacher-led lesson and modeling, students will create a food menu in Spanish. The menu will include, breakfast, lunch, dinner, desserts, and beverages.
(WHST.6-8.2, CRP6)

Following a teacher led lesson about civil rights, students will view a PowerPoint presentation and create Spanish captions for the images seen in the presentation.
(WHST.6-8.2, 8.1.8.A.1, 6.1.12.D.13.c, CRP6)

Students will use an interactive Venn diagram to compare what is happening today with what occurred in the 1960's regarding Civil Rights.
(6.1.12.D.13.c, 8.1.8.A.1, CRP6)

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.

The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

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

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">• Speak and display terminology• Teacher modeling• Peer modeling• Provide ELL students with multiple literacy strategies• Word walls• Use peer readers• Give page numbers to help the students find answers• Provide a computer for written work• Provide two sets of textbooks, one for	<ul style="list-style-type: none">• Utilize modifications & accommodations delineated in the student’s IEP• Offer preferential seating• Work with paraprofessional• Use multi-sensory teaching approaches• Work with a partner• Provide concrete examples• Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA).• Provide students with multiple choices for how they can represent their	<ul style="list-style-type: none">• Using visual demonstrations, illustrations, and models• Give directions/instructions verbally and in 7th grade appropriate written format. Oral prompts can be given.• Peer Support• Increase one on one time• Teachers may modify instructions by modeling what the student is expected to do• Review behavior expectations and make adjustments for personal space or other behaviors as needed.	<ul style="list-style-type: none">• Curriculum compacting• Inquiry-based instruction• Independent study• Higher order thinking skills• Adjusting the pace of lessons• Use flexible grouping to support instruction that is differentiated by content, process, and/or product in order to address student interest• Real world scenarios• Student Driven Instruction• Use project-based science learning to connect Spanish with real life experiences and individual student interests.

home and one for school <ul style="list-style-type: none"> • Provide visual aids • Provide additional time to complete a task • Use graphic organizers • Offer preferential seating 	understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, graphs, charts, technology tools).	<ul style="list-style-type: none"> • Devise a subtle, private cueing system to ensure on-task behavior • Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<ul style="list-style-type: none"> • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs to extend learning opportunities. • Offer mentorship opportunities for students interested in exploring careers in the content area.
---	--	--	---

Interdisciplinary Connections:

ELA - NJSLS/ELA:

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

SOCIAL STUDIES:

6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

6.1.12.D.13.c Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

CAREER READY PRACTICES:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

INTEGRATION OF 21ST CENTURY LEARNING STANDARDS NJSLS 9:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Key Vocabulary: Hogar- estilo de vida, familia, casa, apartamento, cocina, baño, sala de estar, closet, dormitorio, cuarto, pasillo, comedor, cama, aparador, mesita de noche, estante, librería, mesa, sillas, escritorio, armario, sofá, televisión, computadora, tableta, videojuegos, juegos de mesa, juguetes, libros, revistas, carteles, fotos, marcos, obras de arte, espejo, paredes, Ventana, ropa **Hacer las cosas-** ir de compras, ver una película, La lección de piano, La biblioteca, El café, La casa, el cine, el centro commercial, el gimnasio, el baile, el concierto, la fiesta, el partido, ir de camping o acampar, conmigo, contigo, lo siento, el parque, la playa, el restaurante, el templo, tiempo libre, despues de, los fines de semana, el baile, yo se, tu sabes, Celebraciones- Cumpleaños, fiestas, bodas, bautizos, aniversarios, día de acción de gracias, Navidad, Pascua, Quinceañera, Celebraciones- Cumpleaños, fiestas, bodas, bautizos, aniversarios, día de acción de gracias, Navidad, Pascua, Quinceañera, **Palabras de acción-** poder, dormir, comer, dibujar, caminar, leer, escribir, estudiar, compartir, descansar, hablar, escuchar, **comprender y contestar preguntas sobre personalidades-** ¿Qué te gusta hacer? Me gusta, también me gusta, ¿te gusta? ¿Como es? ¿Como eres? **Moneda-** dinero, dólar, monedas, cambio, pagar, comprar, guardar, banco, hucha, efectivo, tarjeta de crédito y tarjeta de regalo, **Derechos Civiles:** Igualdad, equidad, justicia, acceso, humanidad, compasión, seguridad, mensaje positivo, hablar, personas, discurso, autobús, escolta, policía, militar, niño, persona, humano, marchar, bandera, enojo, tristeza, gritar, amenazantes, soldados, unidad, canto, estrechar la mano, conocer gente, alinearse, **Alimentos y Comidas-** desayuno, almuerzo, como, comí, comeré, durante el desayuno, cereales, huevos, pan, tostadas, salchichas, tocino, yogurt, agua, café, leche, jugo de naranja, bebidas, refrescos, limonada, té, helado, para el almuerzo voy a comer, ensalada, ensalada de frutas, un sándwich, papas fritas, manzana, naranja, plátano, uvas, verduras, frijoles, nuggets de pollo, embutidos, gelatina, hamburguesa, queso, chocolate, pizza, cena, bistec, arroz, frijoles, carne, pescado, pollo, mariscos, cebollas, pasta, verduras, papa al horno, postres, tortas, galletas, pasteles, tengo hambre, tengo sed. **Other vocabulary depending on students language levels**

Englewood Public School District

World Language, Spanish-Eighth Grade

Unit 3

Unit 3: Shopping for Gifts, Research, Immigration, and the Climate

Overview: The 8th grade Spanish course will introduce students to the basics of the language and culture of Spanish speaking nations. During this unit students will continue to familiarize themselves with basic oral and written vocabulary words related to shopping, gift giving, conducting research, immigration, and the environment. Students will start using the Spanish language to talk about preferences, ask and answer questions, share ideas, and understand cultural perspectives about given topics. They will also study Spanish grammar by learning the preterite of -ar , -car, and -gar verbs, and direct object pronouns. Students will develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills. The 8th grade Spanish program will be supported by the *Realidades B* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary.

Time Frame: 43 to 47 Days

Enduring Understandings:

Students will understand that...

- *They can identify, say, and label people, places, things, and events in Spanish.*
- *They can share their preferences and ideas in a foreign language.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *They can listen to expository and narrative texts in Spanish.*
- *They can respond to basic commands in Spanish.*
- *They can identify and label items into specific categories based upon attributes and number.*
- *They can use correct Spanish grammar in their oral and written language.*
- *They can have simple conversations in Spanish using known vocabulary words.*
- *They can conduct research on Spanish topics.*
- *They can learn about the immigrant experience of people from Spanish speaking countries*

Essential Questions:

- *Why is it important to learn a foreign language?*
- *How does learning Spanish vocabulary improve my reading and writing skills?*
- *What is immigration and why is it important?*
- *How does understanding and responding to Spanish commands and questions help me communicate better?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help me understand texts?*
- *How does learning a foreign language increase my 21st Century Skills?*
- *How do I use and conjugate verbs in my oral and written Spanish?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.	Topics Shopping for Gifts, Research, Immigration, the Climate, the preterite of -ar verbs, and direct object pronouns <i>Twenty-First Century Themes and Skills include:</i> <ul style="list-style-type: none"> Social and Cross-cultural skills The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity Global Awareness http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2	As an introduction to the unit, students will watch a short video about going shopping. Students will play digital web based matching games, memory games, and word race to learn about shopping. (8.1.8.A.1) Following a teacher-led vocabulary lesson about shopping, students will work in pairs to create flashcards listing different stores to shop at. (CRP4, CRP12, 9.2.8.B.3) Following a teacher led grammar lesson on direct object pronouns, students will complete text related practice activities. (WHST.6-8.2) Students will create a Spanish wishlist of gifts they would like to buy for themselves and their family. (WHST.6-8.2) Following teacher-led grammar lessons on the	You Tube: Shopping in Spanish https://youtu.be/RZnVkGfyGEg Quizlet: Shopping Flashcards https://quizlet.com/subject/spanish-shops/ <i>Realidades B</i> 7B: ¡Qué regalo! <ul style="list-style-type: none"> the preterite of -ar verbs the preterite of verbs ending in -car and -gar direct object pronouns YouTube: El Verbo “Ir” https://youtu.be/bGh2Wl2w7s0 <i>Realidades B</i> 7B: ¡Qué regalo! <ul style="list-style-type: none"> the preterite of -ar verbs the preterite of verbs ending in -car and -gar Study.com: Advertising Art Lesson https://study.com/academy/lesson/advertising-art-lesson-plan.html	Benchmark Assessment: <ul style="list-style-type: none"> Common Formative Assessment Formative Assessments: Levels-Novice, Intermediate Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are writing, drawing, creating, speaking, listening, and singing Teacher will check listening comprehension and memorization by orally dictating a Spanish sentence and having a student identify the sentence on the board Oral Language and Vocabulary: N-Students will conjugate the verb to go
7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.				
7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).	Objectives Students will <ul style="list-style-type: none"> Understand that it is possible to communicate in a foreign language Learn about the climate and weather in Spanish speaking countries Learn about immigration Use interactive games to learn vocabulary 			
7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.				
7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age-and level appropriate, culturally				

<p>authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face-to-face communication.</p> <p>Ask and respond to simple questions, make requests, and express preferences</p>	<ul style="list-style-type: none"> • Watch, comprehend and discuss videos related to unit topic • Express their opinions and preferences related to shopping • Listen to, learn, and sing Spanish songs • Perform direct actions • Ask and answer questions in target language. • count and name numbers from 1-100 in Spanish • Understand and use common Spanish words related to unit vocabulary • Follow directions in Spanish • Perform direct actions when given a Spanish command • Research information in English and Spanish • Create Spanish presentations • Create advertisements in Spanish • Write Spanish dialog • Conjugate Spanish Verbs • Use correct Spanish grammar in written and oral language • Use adjectives when speaking and writing to 	<p>irregular verb to go, students will work in pairs to create a dialog about going shopping. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following teacher-led grammar lessons on the preterite tense of -ar, -car, and -gar ending verbs, students will complete textbook related practice activities. (WHST.6-8.2)</p> <p>Students will work with partners to create Spanish advertisements for a given store or business. (WHST.6-8.2, CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher-led lesson on research vocabulary words, students will work in small groups to create an educational presentation about conducting research using PowerPoint or Google Classroom applications. (WHST.6-8.2, 8.1.8.A.1, CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher-led lesson on conjugating the verb to like, student's will ask a partner what they</p>	<p>Read-Write-Think: Research Building Blocks Notes http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-notes-148.html#resources</p> <p>YouTube: La Huella Latina en Estados Unidos (watch with subtitles) https://youtu.be/HWv4yVwMH9k</p> <p>¿QUÉ TIEMPO HACE HOY? (DIFÍCIL) https://rockalingua.com/songs/weather-difficult-version</p> <p>Talking About the Weather https://www.spanishplayground.net/talking-about-the-weather-in-spanish/</p> <p>The Weather Channel Español https://weather.com/es-US</p> <p>The Weather Channel Español https://weather.com/es-US</p> <p><i>NEWSELA- Air Pollution</i> https://newsela.com/read/lib-air-pollution-spanish/id/44605/</p>	<p>I-Students will conjugate the verb to go and write to sample sentences using the verb to go</p> <p>Oral Presentation, Vocabulary, and Dialog:</p> <p>N & I- Students will present their advertisement to the class</p> <p>N & I-Students will present their research presentations and teach someone how to conduct research in Spanish</p> <p>Oral and Digital Presentations and Cultural Perspectives:</p> <p>N & I: Students will present their timelines</p> <p>Digital and oral Presentations and Cultural Perspectives:</p> <p>N & I- Students will present their weather forecasts</p> <p>N & I-Students will present their posters on protecting the environment</p>
---	--	--	--	---

<p>using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic</p>	<p>describe people, places, things, and events</p>	<p>like to do and buy at the store using known Spanish vocabulary. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Students will watch a video about Latino immigration in the United States. (6.1.12.B.14.a)</p> <p>Following a teacher-led vocabulary lesson, students will create vocabulary flashcards to practice new vocabulary. (CRP6)</p> <p>Students will quiz one another using immigration vocabulary. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Following a teacher-led lesson about immigrants and immigration, student pairs will select one Spanish speaking nation to research and create a timeline indicating when and why people have immigrated to the United States. Students may add a map and illustrations to their timeline. (WHST.6-8.2, CRP4, CRP6, CRP12, 9.1.4.C.2, 8.1.8.A.1, 9.2.8.B.3)</p>		<p>Summative Assessments:Teacher made quizzes</p> <p>Teacher made rubrics</p> <p>Unit Assessments</p> <p>District Benchmark Assessments</p> <p>Alternative Assessment: Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.</p> <p>Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.</p>
--	--	---	--	--

<p>materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		<p>Students will listen to and learn the lyrics to a song about the weather.</p> <p>Following a teacher-led lesson about weather and climate, student pairs will create digital flashcards to practice weather and climate related vocabulary. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Students will learn common expressions for talking about the weather and then work in pairs to practice asking one another what the weather is using the following stems: ?Como es el clima? ?Como esta el clima hoy? (CRP4, CRP12, 9.2.8.B.3)</p> <p>Students will view The Spanish Weather Channel to apply and generalize learned vocabulary.</p> <p>Students will research the weather in three Spanish speaking countries and write a one-week weather forecast dialog for one of the countries. (RH.6-8.4, WHST.6-8.2, CRP4, CRP6, 9.2.8.B.3)</p>		
---	--	--	--	--

		<p>Following a teacher-led vocabulary lesson on protecting the environment, students will create a Spanish poster listing ways to help the environment. (WHST.6-8.2, CRP4, CRP6, 9.2.8.B.3)</p> <p>Students will listen to a teacher read-a-loud about the effects of environmental pollution and then have a Spanish discussion about ways to help the environment. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Students will learn to count from 1-100 in Spanish.</p>		
--	--	---	--	--

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

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

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

<i>English Language Learners</i>	<i>Special Education</i>	<i>At-Risk</i>	<i>Gifted and Talented</i>
<ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies • Word walls • Use peer readers • Give page numbers to help the students find answers • Provide a computer for written work • Provide two sets of textbooks, one for home and one for school • Provide visual aids • Provide additional time to complete a task • Use graphic organizers • Offer preferential seating 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Offer preferential seating • Work with paraprofessional • Use multi-sensory teaching approaches • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, graphs, charts, technology tools). 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in 7th grade appropriate written format. Oral prompts can be given. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Devise a subtle, private cueing system to ensure on-task behavior • Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Use flexible grouping to support instruction that is differentiated by content, process, and/or product in order to address student interest • Real world scenarios • Student Driven Instruction • Use project-based science learning to connect Spanish with real life experiences and individual student interests. • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs to extend learning opportunities. • Offer mentorship opportunities for students

		<ul style="list-style-type: none"> • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<p>interested in exploring careers in the content area.</p> <ul style="list-style-type: none"> •
--	--	---	---

Interdisciplinary Connections:

ELA - NJSLS/ELA:

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

SOCIAL STUDIES:

6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

CAREER READY PRACTICES:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

INTEGRATION OF 21ST CENTURY LEARNING STANDARDS NJSLS 9:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Key Vocabulary: De Compras-tiendas, la agencia de viajes, la carnicería, la confitería, la floristería, la tienda de fotografía, la gasolinera, los almacenes de departamentos, la papelería, tienda de ropa, la pastelería, la peluquería, la pescadería el banco, la panadería, la oficina de correos, tienda

de comestibles, supermercado, taller de auto, dinero, comprar, gastar, usar, efectivo, tarjeta, cheque, pagar, devolver, lista de compras, Compra en línea, ¿Cuanto cuesta? ¿Cuánto cuesta este? Quiero comprar eso? Ese es un buen precio, que es barato, es caro, en promoción, regalo, **Ropa**-camisas, pantalones, zapatos, pantalones cortos, camiseta, vestido, calcetines, ropa interior, números del 1 al 100 **investigación**-investigar, mirar, internet, leer, escribir, encontrar, visa de inmigración, viajar, mover, tarjeta verde, ciudadano, aplicación, proceso, aeropuerto, coche, oficina, gobierno, leyes, papeleo, espera, sala de espera, entrevista, país, nuevo sistema legal, oportunidades, educación, vida mayor, ¿Por qué la gente inmigra?, **Verbos**-gustar, ir, hacer **adjetivos plural**-grande, son grandes, pequeños, ricos, deliciosos, refrescantes, sabrosos, salados, dulces, **el clima y el tiempo**, invierno, primavera, verano, otoño, frío, caliente, ventoso, lloviendo, nevando, ventoso, soleado, nublado, temprano, tarde, oscuro, noche, día, mañana, tarde, noche, el ambiente, contaminación, reciclaje, reciclando, reutilizando, La Tierra, naturaleza. **Other vocabulary depending on students language levels**

Englewood Public School District

World Language, Spanish-Eighth Grade

Unit 4

Unit 4: The Environment, Helping Around the Community, Movies, and Technology

Overview: The 8th grade Spanish course will introduce students to the basics of the language and culture of Spanish speaking nations. During this unit students will continue to familiarize themselves with basic oral and written vocabulary words related to the environment, helping around the community, Spanish movies, and technology. Students will continue using the Spanish language to ask and answer questions, describe people, places and events, and describe the environment. They will also use technology to learn about Hispanic American culture and countries. Students will develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills. The 8th grade Spanish program will be supported by the *Realidades B* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary.

Time Frame: 43 to 47 Days

Enduring Understandings:

Students will understand that...

- *Learning another language will help them communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer questions in Spanish.*
- *They can identify, name, and describe people, places, and things, using Spanish vocabulary words.*
- *They can make a positive impact around the community.*
- *They can express their feelings using Spanish vocabulary words.*
- *They can follow simple commands and directions in Spanish.*
- *They can use correct Spanish grammar in their written and oral language.*
- *They can watch Spanish language videos to improve their oral fluency and language acquisition skills.*
- *They can learn about the uses of technology and apply the skills to acquire a new language.*

Essential Questions:

- *What is it like to learn a foreign language?*
- *How does learning Spanish help me understand my feelings and preferences?*
- *How does learning Spanish help me improve my content area vocabulary?*
- *How can technology help me learn Spanish?*
- *How does learning Spanish help improve my 21st Century skills?*
- *How can watching movies help me increase my Spanish language acquisitions?*
- *How can learning Spanish make me more aware of our world and environment?*
- *How does learning a foreign language improve my oral and written language skills?*
- *How does learning a foreign language help me appreciate and respect other cultures?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age-and level appropriate, culturally</p>	<p>Topics The Environment, Helping Around the Community, Movies, and Technology</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2 <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Play games and interact with one another using learned Spanish vocabulary • Ask and answer simple questions in target language 	<p>As an introduction to this unit, students will learn the lyrics to a song about taking care of the environment.</p> <p>Following a teacher led lesson on vocabulary, Students will work in small groups to create environment and universe vocabulary flashcards. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Students will work in pairs to answer questions about the environment: What is the name of our planet? Describe planet earth? Why is it important to take care of our planet? (CRP4, CRP12, 9.2.8.B.3)</p> <p>In honor of Earth Day, “Día de la Tierra”, students will play the Earth Day memory game.</p> <p>Following a teacher led grammar lesson focusing on the present tense of the verb decir, students will complete a text book related lesson. (WHST.6-8.2)</p>	<p>Rockalingua Song: Places and wild animals https://rockalingua.com/songs/places-and-wild-animals</p> <p>Study Spanish: Vocabulary Lesson Universe https://studyspanish.com/vocab/lessons/universe</p> <p>Earth Day Memory Game https://www.spanishplayground.net/wp-content/uploads/2015/04/earth-day-memory-game.pdf</p> <p><i>Realidades B</i> 8B: Ayudando en la comunidad • the present-tense of <i>decir</i></p> <p><i>Realidades B</i> 8B: Ayudando en la comunidad</p> <p>WikiHow: <i>Cómo ayudar a tu comunidad</i> https://es.wikihow.com/ayudar-a-tu-comunidad</p> <p><i>Realidades B</i> 8B: Ayudando en la comunidad indirect object pronouns</p> <p><i>Realidades B</i></p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> • Common Formative Assessment <p>Formative Assessments: Levels-Novice, Intermediate</p> <p>Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, speaking, and singing</p> <p>Teacher will assess students by observing and/or taking anecdotal notes to determine if students understand and can say unit vocabulary words</p> <p>Oral Presentation, Vocabulary and Dialog:</p> <p>N- Students will demonstrate understanding of unit</p>

<p>authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on</p>	<ul style="list-style-type: none"> Identify, label, and say the names of people, places, and things, related to unit vocabulary Identify, label, and say environment related words in Spanish Identify, label, and apply vocabulary related to our universe and outer space Understand cultural perspectives about movies Discuss ways they can help around their community Use correct Spanish grammar when speaking and writing Learn high frequency words Understand, label, and use prepositions Increase their listening skills Learn about and use technology to communicate in Spanish Create posters and digital presentations about a given topic Use print, recorded, and digital media to learn Spanish 	<p>Following a teacher-led vocabulary lesson on community helpers, students will work in pairs to create a list of ways that they can help out in their community. (CRP4, CRP12, 9.2.8.B.3)</p> <p>Students will work in pairs to create a poster showing one way they can help their community.</p> <p>Following a teacher led lesson on indirect object pronouns, students will complete a text book related practice activities. (WHST.6-8.2)</p> <p>Following a teacher led lesson on the preterite of <i>hacer</i> and <i>dar</i>, students will learn sentences using the preterite verbs.</p> <p>Following a teacher-led lesson about movie related vocabulary, students will research family friendly Spanish animated movies and write a brief description about two different animated movies. (WHST.6-8.2, RH.6-8.4, CRP4, CRP6, 9.2.8.B.3)</p>	<p>8B: Ayudando en la comunidad <i>the preterite of hacer and dar</i></p> <p>Spanish Language Movies https://www.spanishplayground.net/spanish-language-movies-for-the-whole-family/</p> <p>Spanish Video Series to teach Listening Skills https://www.spanishplayground.net/spanish-video-series-buena-gente/</p> <p>Speaking Activities https://www.spanishplayground.net/speaking-activities-video/</p> <p><i>Realidades B</i> 9B: La tecnología • the present-tense of <i>pedir</i> and • the verbs <i>saber</i> and <i>conocer</i></p> <p><i>Realidades B</i> 9B: La tecnología • the present-tense of <i>pedir</i> and • the verbs <i>saber</i> and <i>conocer</i></p> <p>NEWSELA- Estudio encuentra relación entre uso prolongado de medios digitales y déficit de atención en adolescentes</p>	<p>Spanish vocabulary by Orally naming four community helpers</p> <p>I- Students will demonstrate understanding of unit Spanish vocabulary by Orally naming six community helpers and telling what two of them do</p> <p>Digital Presentations and cultural perspectives:</p> <p>N & I-Students will present their Spanish film festival programs to the class</p> <p>Digital and Oral Presentations and Cultural Perspectives:</p> <p>N-Students will name 3 forms of the technology and their use</p> <p>I- Students will present their poster and highlight 5 forms of technology and their use</p> <p>Digital Presentations and Cultural Perspectives:</p>
--	--	---	---	--

<p>topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		<p>Students will work in pairs to create a program listing five movies to be presented at the Spanish Class Movie Festival. Students will select two animated movies and three live action movies and write two sentence description for each movie. (WHST.6-8.2, CRP4, CRP12, 9.2.8.B.3)</p> <p>Students will watch Spanish language films and videos to increase their listening skills and speaking skills and oral comprehension skills. (8.1.8.A.1)</p> <p>Students will play “Que Hace” and “Que Ves” games using videoclips to increase speaking skills. (8.1.8.A.1)</p> <p>Following a teacher-led lesson on technology vocabulary, students will create posters listing different types of technology and its uses. (WHST.6-8.2, CRP4, CRP12, 9.2.8.B.3)</p> <p>Following teacher-led grammar lessons on present-tense of pedir and the verbs saber and</p>	<p>https://newsela.com/read/teen-screen-time-linked-to-adhd-spanish/id/45293/</p> <p>360 Virtual City Tours https://www.360cities.net</p>	<p>N & I-Students will present their digital presentations describing planet earth</p> <p>Summative Assessments: Teacher made quizzes</p> <p>Teacher made rubrics</p> <p>Unit Assessments</p> <p>District Benchmark Assessments</p> <p>Alternative Assessment: Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.</p> <p>Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.</p>
---	--	--	--	--

		<p>conocer, students will complete a text book related practice activity. (WHST.6-8.2)</p> <p>Students will listen to an expository read-a-loud about the negative impact technology can have on teens. (8.1.8.A.1)</p> <p>Following teacher modeling, students will independently explore Latin American cities using virtual tours 360 tours. (8.1.8.A.1, 6.1.8.D.1.b)</p> <p>Students will work in small groups using Google Docs or PowerPoint to create a Spanish digital presentation describing planet earth, Spanish speaking countries and the animals that live in Spanish speaking countries. (WHST.6-8.2, CRP4, CRP6, 8.1.8.A.1, 9.2.8.B.3)</p>		
--	--	---	--	--

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.

The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

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

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies • Word walls • Use peer readers • Give page numbers to help the students find answers • Provide a computer for written work • Provide two sets of textbooks, one for home and one for school • Provide visual aids • Provide additional time to complete a task • Use graphic organizers • Offer preferential seating 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Offer preferential seating • Work with paraprofessional • Use multi-sensory teaching approaches • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, graphs, charts, technology tools). 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in 7th grade appropriate written format. Oral prompts can be given. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Devise a subtle, private cueing system to ensure on-task behavior 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Use flexible grouping to support instruction that is differentiated by content, process, and/or product in order to address student interest • Real world scenarios • Student Driven Instruction • Use project-based science learning to connect Spanish with real life experiences and individual student interests. • Structure the learning around explaining or solving a social or community-based issue.

- | | | | |
|--|--|---|---|
| | | <ul style="list-style-type: none"> • Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). | <ul style="list-style-type: none"> • Collaborate with after-school programs or clubs to extend learning opportunities. • Offer mentorship opportunities for students interested in exploring careers in the content area. |
|--|--|---|---|

Interdisciplinary Connections:

ELA - NJSLS/ELA:

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

SOCIAL STUDIES:

6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

CAREER READY PRACTICES:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

INTEGRATION OF 21ST CENTURY LEARNING STANDARDS NJSLS 9:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Key Vocabulary: El ambiente- el clima, el tiempo, contaminación, reciclaje, reciclando, reutilizando, La Tierra, naturaleza, Nombra nuestro planeta? Describe el planeta Tierra? ¿Por qué es importante cuidar nuestro planeta? universo-planetas, sol, luna, cometas, estrellas, galaxia, astronauta, espacio exterior

Reciclar-la bolsa, la botella, la caja, el cartón, el centro de reciclaje, la lata, llevar, el periódico, el plástico, recoger, separar, usado, el vidrio, La **comunidad**-el barrio, la calle, la comunidad, el jardín, el río, el proyecto de construcción, el trabajo voluntario, voluntario-los ancianos, la anciana, el campamento, los demás, la escuela primaria, la gente, el hospital, el juguete, los niños, el niño, la niña, pobre, el problema,

Películas-actores, cine, videos, televisión, entretenimiento, drama, comedia, romance, película de acción, entradas, asientos, Palabras de alta **frecuencia:** siempre, nunca, a veces, de vez en cuando, el fin de semana, el día, los días, la mañana, la tarde, la noche, a menudo, decidir, es necesario, la experiencia, hay que..., increíble, inolvidable, la vez, otra vez las preposiciones: adentro, afuera, arriba, debajo, al lado, a través desde, enfrente, detrás, debajo, encima, tecnología- Internet, computadora, wi-fi, tableta, teléfono móvil, mensajes de texto, en línea, redes sociales. **Other vocabulary depending on students language levels**