

Wayne

Township Public Schools

World Language

Spanish I

Grades 9-12

March 2022

Wayne Hills and Wayne Valley

World Language Teachers

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	World Languages - Spanish First Year Spanish I
Unit Plan Title:	Para empezar
Time Frame	21 days

World Language Standards

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

College and Career Readiness Standards

Content Area/ Grade Level/ Course:	World Languages - Spanish First Year Spanish I
<ul style="list-style-type: none"> ● 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals ● 9.4.5.GCA:1: Analyze how culture shapes individual and community perspectives and points of view ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives ● 9.4.2.DC.2: Explain the importance of respecting digital content of others. ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity ● 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem ● 9.4.2.CT.2: Identify possible approaches and resources to execute a plan ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems 	
Interdisciplinary Standards	
<ul style="list-style-type: none"> ● NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ● NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ● NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ● NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. ● NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ● NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 	
Unit Summary	
<ul style="list-style-type: none"> ● El mundo hispano ● En la escuela ● En la clase ● El tiempo 	
Essential Question(s)	
In the target language: <ul style="list-style-type: none"> ● Can I greet someone? ● Can I say the date? 	

Content Area/ Grade Level/ Course:	World Languages - Spanish First Year Spanish I
<ul style="list-style-type: none"> ● Can I talk about time? ● Can I talk about the weather? ● Can I talk about the seasons? ● Can I talk about days of the week? ● Can I say the alphabet? ● Can I spell out my name? ● Can I count up to 100? ● Can I talk about the body parts? ● Can I talk about school supplies? 	
ACTFL Can-Do Statements - Proficiency Benchmarks	
<p>Communication:</p> <p>Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <p>Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <p>Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <p>Intercultural Communication:</p> <p>Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.</p> <p>Interact: I can interact at a survival level in some familiar everyday contexts.</p>	
Enduring Understandings	
<ul style="list-style-type: none"> ● The ability to greet and say good-bye with someone successfully. ● The ability to talk about classroom objects and supplies using the target language. ● The ability to talk about weather, seasons and days of the week successfully. ● Successful expression on spelling out words in the target language. ● The ability to talk about body parts in the target language. ● Communication is the ability to understand and be understood in real world contexts. ● The ability to be able to count numbers up to hundred in the target language. ● Cultural perspectives are gained by using the language and through experience with its products and practices. ● Making cultural assumptions based on 21st Century perspective may lead to misunderstandings and/or misinformation. 	

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy	<input type="checkbox"/>	
Student Learning Targets/Objectives (Students will know/Students will understand)			
<ul style="list-style-type: none"> greet others, introduce themselves and respond appropriately to both. use numbers, tell time, date do simple mathematics. express daily classroom needs. discuss Spanish -peaking world in the 21st Century. use/practice the fundamental sound system of the Spanish language. discuss weather and seasons. 			
Assessments (Pre, Formative, Summative, Other)		<i>Denote required common assessments with an *</i>	
<ul style="list-style-type: none"> Formal written unit assessment* Teacher observation Listening comprehension Quizzes Homework Writing samples Oral/aural – formal and informal Performance assessments Reading comprehension 			
Teaching and Learning Activities			
<i>Activities</i>	<ul style="list-style-type: none"> Students introduce themselves to the class Research/explore the geography and culture of the Hispanic World Prepare and present a dialogue with a partner Create a weather report Film a weather report or simple skit Interpret a weather report Compare/contrast countries of the Hispanic World Introduce and practice new vocabulary in context Discuss the school calendar Textbook, workbook and on-line activities CD and DVD listening and comprehension Role play 		

<p><i>Suggested Additional Activities</i></p>	<ul style="list-style-type: none"> ● Plan a trip to a Spanish speaking country ● Create and label the body parts of a “monstruo” ● Create a poster to describe the four seasons and the type of weather you can find in each ● Present a short weather report for a specific date in a specific place (i.e. August 21st in Madrid)
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement ● Create a television program guide with names and times of favorite programs ● Create index cards for vocabulary reinforcement ● Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards ● Kinesthetic: TPR, use of manipulatives ● Choice of activities where possible ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
<p>Resources</p>	
<ul style="list-style-type: none"> ● savvas.com ● www.kahoot.com ● www.quizlet.com ● www.conjuguemsavvas.comos.com ● Studyspanish.com ● www.wordreference.com ● www.spanish4teachers.org ● Google Classroom ● Youtube ● Textbook - Auténtico/ Realidades 1 ● Workbook - Auténtico/Realidades 1 ● Auténtico/Realidades 1 Audio CD's, MP3 files ● Auténtico/ Realidades 1 video accompaniments (DVD set, video files) ● Other websites, as needed such as Spanish language online news and magazines ● Teacher's generated worksheets ● Microsoft Office Programs (Documents, Power Points) 	

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	World Languages - Spanish First Year Spanish I
Unit Plan Title:	Unit 1
Time Frame	29 days
World Language Standards	
<ul style="list-style-type: none"> ● 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. ● 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. ● 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. ● 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. ● 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. ● 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. ● 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. ● 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. ● 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. ● 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. ● 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. ● 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. ● 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. ● 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. 	
College and Career Readiness Standards	
<ul style="list-style-type: none"> ● 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives 	

- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

Interdisciplinary Standards

- NJSLSA.R1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

- Activities and expressions for saying what you like and do not like to do.
- Using infinitive verbs and making negative statements.
- Adjectives and vocabulary to ask about and describe someone's personality.
- Adjectives, definite and indefinite articles and word order.

Essential Question(s)

In the target language:

- What do I know about the activities of teenagers in the Hispanic World?
- How do the United States and other Spanish-speaking countries value dancing as a form of expression?
- Can I describe myself and others using the correct adjectives?
- Am I able to ask others what they are like?
- Am I able to read, listen to and talk about information about activities that people like to do?
- Can I agree or disagree on activities that people like to do?
- Can I express myself using infinitives and negative statements?
- Can I tell whom you are when talking about people?
- Can I ask people about themselves or others?
- Can I talk about what someone likes or doesn't like to do?
- How do cultural perspectives on friendship differ around the globe?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday contexts.

Enduring Understandings

- Communication is the ability to understand and be understood in real world contexts.
- The ability to talk and understand cultural activities of people.
- The ability to demonstrate and express themselves using phrases in the target language.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- The ability to have a successful communication with other people about things they like or don't like.
- The ability to express themselves by describing activities they like to do.
- The ways in which people are described do not differ significantly between languages.
- Hobbies and activities are very similar between cultures.
- Cultural perspectives are gained by using the language and through experience with its products and practices.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E , T , A on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation

	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
	Health Literacy	E,T,A	Communication
X	Civic Literacy	E	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- talk about activities you like and do not like to do.
- ask others what they like to do.
- understand cultural activities on favorite activities
- talk about personality traits.
- ask and tell what people are like.
- use adjectives to describe people.
- understand cultural perspectives on friendship.

Assessments (Pre, Formative, Summative, Other) *Denote required common assessments with an **

- Formal written unit assessment*
- Teacher observation
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension

Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none"> ● Students describe themselves to the class ● Research/explore the music and dance of the Hispanic World ● Prepare and present a dialogue with a partner ● Create a “Yo soy” poem ● Describe a classmate ● Introduce and practice new vocabulary in context ● Textbook, workbook and on-line activities
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	<ul style="list-style-type: none"> ● CD and DVD listening and comprehension ● Video/on-line poster projects
<i>Suggested Additional Activities</i>	<ul style="list-style-type: none"> ● Describe a famous person and present to class. Students should guess who is being described “What’s My Line?”
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement ● Create a television program guide with names and times of favorite programs ● Create index cards for vocabulary reinforcement ● Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards ● Kinesthetic: TPR, use of manipulatives ● Choice of activities where possible ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
Resources	
<ul style="list-style-type: none"> ● savvas.com ● www.kahoot.com ● www.quizlet.com ● www.conjuguemos.com ● Studyspanish.com ● www.wordreference.com ● www.spanish4teachers.org ● Google Classroom ● Youtube ● Textbook - Auténtico/Realidades 1 ● Workbook -Auténtico/ Realidades 1 ● Auténtico/Realidades 1 Audio CD’s, MP3 files ● Auténtico/Realidades 1 video accompaniments (DVD set, video files) ● Other websites, as needed such as Spanish language online news and magazines 	

- Teacher's generated worksheets
- Microsoft Office Programs (Documents, Power Points)

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	World Languages - Spanish First Year Spanish I
Unit Plan Title:	Unit 2
Time Frame	29 days
World Language Standards	
<ul style="list-style-type: none"> ● 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. ● 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. ● 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. ● 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. ● 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. ● 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. ● 7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. ● 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. ● 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. ● 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. ● 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. ● 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. ● 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 	
College and Career Readiness Standards	
<ul style="list-style-type: none"> ● 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives ● 9.4.2.DC.2: Explain the importance of respecting digital content of others. ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity 	

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

Interdisciplinary Standards

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

- Classroom items and furniture
- Parts of the classroom
- Prepositions of locations
- Subject pronouns
- The present tense of AR verbs
- The verb estar
- Plural of nouns and adjectives

Essential Question(s)

- Can I talk about my school day?
- Can I describe my school activities?
- Can I talk about my school schedule and the order of classes?
- Can I talk about the things I need for school?
- Can I describe my classes?
- Can I talk about classroom items?
- Can I express possession?
- Can I conjugate the forms of estar?
- Can I use the correct definite or indefinite articles?
- What do I know about families in Mexico?
- Can I express cultural differences in schools around the Spanish-speaking world?

- Can I conjugate an “AR verb”?
- Can I see parallels between sports cheers in English and those in other countries?
- Can I ask others how they are feeling and respond appropriately when I am asked?
- Can I ask and describe where something or someone is located?
- Can I start inferring the meaning of new vocabulary based on prefixes and cognates?
- Can I form the plural of nouns? Can I talk about classroom furniture?
- Can I describe the location of items in the classroom?
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ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

- **Interpretive:** I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- **Interpersonal:** I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- **Presentational:** I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written and signed language.

Intercultural Communication:

- **Investigate:** In my own and other cultures I can identify products and practices to help me understand perspectives.
- **Interact:** I can interact at a survival level in some familiar everyday context.

Enduring Understandings

- Climate and culture change the physical, social and academic structure of schools in Spanish speaking countries.
- The verb *estar* describes feelings, emotions and locations. It's correct use is essential to effectively communicating in Spanish.
- “AR verb” conjugations are essential to effectively communicating in Spanish.
- Nouns and definite/indefinite articles must agree in gender and number in order to effectively communicate in Spanish.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are <i>E-Encouraged</i> , <i>T-Taught</i> , or <i>A-Assessed</i> in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E,T,A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E,T,A	Communication

X**Civic Literacy****E****Collaboration****X****Financial, Economic, Business, and Entrepreneurial Literacy****Student Learning Targets/Objectives (Students will know/Students will understand)**

Students will be able to read, write, listen and talk:

- about homework and classes, preferences in school subjects and activities: people and schedules at school.
- what students do during the day.
- about who is doing an action.
- about school comparisons between American schools and schools in Spanish speaking countries.
- about a classroom description
- where things are located
- about more than one object or person
- about cultural perspectives on school
- about interpretations of information on school subjects, schedules, supplies and classroom items and furniture.
- about the art of Colombia.

Assessments (Pre, Formative, Summative, Other)*Denote required common assessments with an **

- Formal written unit assessment*
- Teacher observation
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension

*Teaching and Learning Activities**Activities*

- Research on-line, then compare/contrast and discuss students' schedules in Mexico and the U.S.
- Prepare and present a dialogue with a partner
- Write a composition about personal preferences regarding classes and school activities.
- Introduce and practice new vocabulary in context
- Textbook, workbook and on-line activities
- CD and DVD listening and comprehension
- Venn Diagram comparing peer schedules.
- Research and present one of Fernando Botero's artworks.
- Create a cheer in Spanish
- Read and interpret a school schedule in the target language.
- Create a poster comparing family time in Mexico with that of the U.S.

	<ul style="list-style-type: none"> ● Play “I Spy” in the target language using prepositions and classroom objects
<i>Suggested Additional Activities</i>	<ul style="list-style-type: none"> ● Create artifact from “día de los muertos” (family connections) ● BBC La Vida Loca excerpts
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement ● Create a television program guide with names and times of favorite programs ● Create index cards for vocabulary reinforcement ● Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards ● Kinesthetic: TPR, use of manipulatives ● Choice of activities where possible ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
Resources	
<ul style="list-style-type: none"> ● savvas.com ● www.kahoot.com ● www.quizlet.com ● www.conjuguemos.com ● Studyspanish.com ● www.wordreference.com ● www.spanish4teachers.org ● Google Classroom ● Youtube ● Textbook - Auténtico/Realidades 1 Workbook - Auténtico/Realidades 1 ● Auténtico/Realidades 1 Audio CD's, MP3 files Auténtico/Realidades 1 video accompaniments (DVD set, video files) ● Other websites, as needed such as Spanish language online news and magazines ● Teacher generated worksheets ● Microsoft Office Programs (Documents, Power Points) 	

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	World Languages - Spanish First Year Spanish I
Unit Plan Title:	Unit 3
Time Frame	20 days

World Language Standards

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

College and Career Readiness Standards

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

Interdisciplinary Standards

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

Foods
 Beverages
 Adverbs of frequency
 Expressions to show surprise
 Expressions to discuss health
 Expression to discuss preferences, agreement, disagreement and quantity
 Adjectives to describe food
 Plural of adjectives
 The verb – *ser* – *to be*

Essential Question(s)

- Can I talk about breakfast?
- Can I talk about lunch
- Can I talk about beverages?
- Can I talk about eating and drinking?
- Can I talk about how often I do an activity?
- Can I say that I like/love to eat something?

- Can I conjugate “ER” verbs?
- Can I conjugate “IR” verbs?
- Can I describe a breakfast, lunch or dinner in a Spanish-speaking country?
- Can I list the foods that are native to Spain and Latin America?
- Can I express what I like and do not like to eat?
- Can I use the plurals of adjectives and the verb *ser*?
- Can I describe what one should do to lead a healthy lifestyle?
- Can I compare/contrast the uses of *ser* and *estar*?
- Can I explain how foods and beverages differ in Spanish-speaking countries vs. the U.S.?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

- **Interpretive:** I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- **Interpersonal:** I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- **Presentational:** I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written and signed language.

Intercultural Communication:

- **Investigate:** In my own and other cultures I can identify products and practices to help me understand perspectives.
- **Interact:** I can interact at a survival level in some familiar everyday context.

Enduring Understandings

- “ER verb” conjugations are essential to effectively communicating in Spanish.
- “IR verb” conjugations are essential to effectively communicating in Spanish.
- GUSTAR and ENCANTAR conjugations are different from “AR”, “ER”, “IR” conjugations and are essential to communicating in Spanish.
- Colonialism impacted the diet of Spanish Speaking America
- Communication is the ability to understand and be understood in real world contexts.
- Making healthy food choices and staying active are important factors in living a healthy lifestyle across cultures.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
21st Century Themes

Global Awareness

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E, T, A** on the line before the appropriate skill.

21st Century Skills

Creativity and Innovation

X	Environmental Literacy
X	Health Literacy
	Civic Literacy
X	Financial, Economic, Business, and Entrepreneurial Literacy

E,T,A	Critical Thinking and Problem Solving
E,T,A	Communication
E,T,A	Collaboration

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to read, write, listen and talk:

- about foods and beverages for breakfast and lunch.
- about likes and dislikes regarding foods and beverages.
- about how often something is done.
- about cultural perspectives on meals.
- about foods and beverages for dinner.
- about what people or things are like.
- about food, health and exercise choices.
- about cultural perspectives on diet and health.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Formal written unit assessment*
- Teacher observation
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension

Teaching and Learning Activities

Activities

- Research on-line, then compare/contrast and discuss meals in the Spanish speaking world
- Prepare and present a dialogue with a partner about a lunch date
- Write a composition about personal preferences about how to lead a healthy lifestyle
- Introduce and practice new vocabulary in context
- Textbook, workbook and on-line activities
- CD and DVD listening and comprehension
- Venn Diagram using foods eaten at different meal times
- Create a menu or a food plate in Spanish
- Read and interpret a menu in the target language.
- Read and interpret a nutrition guide in the target language.
- Discuss from a picture prompt – Diego Rivera

<p><i>Suggested Additional Activities</i></p>	<ul style="list-style-type: none"> ● Create a class cookbook with “favorite” Hispanic recipes ● Plan a healthy menu of Hispanic foods based on the <i>Mi Plato</i> guidelines ● Prepare a survey of the best and worst foods people eat ● BBC La Vida Loca excerpts
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement ● Create a television program guide with names and times of favorite programs ● Create index cards for vocabulary reinforcement ● Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards ● Kinesthetic: TPR, use of manipulatives ● Choice of activities where possible ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
<p>Resources</p>	
<ul style="list-style-type: none"> ● savvas.com ● www.kahoot.com ● www.quizlet.com ● www.conjuguemos.com ● Studyspanish.com ● www.wordreference.com ● www.spanish4teachers.org ● Google Classroom ● Youtube ● Textbook -Auténtico/Realidades 1 ● Workbook - Auténtico/Realidades 1 ● Auténtico/Realidades 1 Audio CD’s, MP3 files ● Auténtico/Realidades 1 video accompaniments (DVD set, video files) ● Other websites, as needed such as Spanish language online news and magazines ● Teacher’s generated worksheets ● Microsoft Office Programs (Documents, Power Points) 	

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	World Languages - Spanish First Year Spanish I
Unit Plan Title:	Unit 4
Time Frame	20 days

World Language Standards

-
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

College and Career Readiness Standards

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

Interdisciplinary Standards

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

- Leisure activities, places, expressions to tell where and with whom you go
- Expressions to tell about when things are done
- Expressions for extending, accepting and declining invitations
- Expressions to tell when something happens
- The verb – *ir* – to go
- Interrogative words
- Ir + a + infinitive = the immediate future
- The verb – *jugar* – to play a sport or a game

Essential Question(s)

- Do I understand that culture affects perspectives on leisure time activities?
- Can I express where people go and with whom?
- Can I express where I go and with whom?
- Can I express what I am going to do using the *ir + a + infinitive* expression?
- Can I talk about where someone is from?

- Can I talk about places?
- Am I able to ask questions using interrogatives?
- Am I able to talk about when things are done?
- Am I able to tell what time something happens?
- Am I able to describe how someone feels?
- Am I able to extend, accept and decline invitations?
- Am I able to create a written invitation?
- Am I able to discuss pastime preferences?
- Am I able to discuss games and sports people play?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

- **Interpretive:** I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- **Interpersonal:** I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- **Presentational:** I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written and signed language.

Intercultural Communication:

- **Investigate:** In my own and other cultures I can identify products and practices to help me understand perspectives.
- **Interact:** I can interact at a survival level in some familiar everyday context.

Enduring Understandings

- The ability to express with others by using leisure activities expressions and places in the target language.
- The ability to express things are done using the correct phrases.
- The ability to use first language to help decipher and recognize words and phrases in the target language.
- The ability to ask someone how they feel and to tell what something happens using the target language.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Young people in South America have similar pastimes as young people in the U.S.
- Interrogatives are used across languages to ask questions and obtain information.
- Communication is the ability to understand and be understood in real world contexts.
- Cultural perspectives are gained by using the language and through experience with its products and practices.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
21st Century Themes

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E, T, A** on the line before the appropriate skill.

21st Century Skills

X	Global Awareness	E,T,A	Creativity and Innovation
	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
	Health Literacy	E,T,A	Communication
X	Civic Literacy	E,T,A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Talk about locations in your community
- Discuss leisure activities
- Talk about where you go and with whom
- Extend, accept and decline invitations
- Learn how to ask questions
- Understand cultural perspectives on leisure activities

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Formal written unit assessment*
- Teacher observation
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension

Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none"> ● Research on-line, then compare/contrast and discuss leisure activities in the Spanish speaking world ● Prepare a dialogue in which you make weekend plans with a friend ● Write a composition about how you spend your free time ● Introduce and practice new vocabulary in context ● Textbook, workbook and on-line activities ● CD and DVD listening and comprehension ● Create an advertisement for a sporting event ● Read and interpret an itinerary in the target language ● Read and interpret a passage about leisure activities in the target language
Suggested Additional Activities	<ul style="list-style-type: none"> ● Write a personal ad for social media to find friends to participate in your favorite activity ● BBC La Vida Loca excerpts

<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement ● Create a television program guide with names and times of favorite programs ● Create index cards for vocabulary reinforcement ● Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards ● Kinesthetic: TPR, use of manipulatives ● Choice of activities where possible ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
<p>Resources</p>	
<ul style="list-style-type: none"> ● savvas.com ● www.kahoot.com ● www.quizlet.com ● www.conjuguemos.com ● Studyspanish.com ● www.wordreference.com ● www.spanish4teachers.org ● Google Classroom ● Youtube ● Textbook - Auténtico/Realidades 1 ● Workbook - Auténtico/Realidades 1 ● Auténtico/Realidades 1 Audio CD's, MP3 files ● Auténtico/ Realidades 1 video accompaniments (DVD set, video files) ● Other websites, as needed such as Spanish language online news and magazines ● Teacher's generated worksheets ● Microsoft Office Programs (Documents, Power Points) 	

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	World Languages - Spanish First Year Spanish I
Unit Plan Title:	Unit 5
Time Frame	20 days

World Language Standards

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

College and Career Readiness Standards

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

Interdisciplinary Standards

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

- Family and parties
- The verbs – *tener, venir, ser and estar*
- Possessive adjectives
- Describing people, food and table settings
- Ordering a meal
- Use of diminutive and superlative adjectives
- Different types of celebrations in the Spanish-speaking world

Essential Question(s)

- Can I talk about family members?
- Can I talk about discuss and compare ages?
- Can I talk about talk about people?
- Can I talk about what someone likes?
- Can I talk about describe activities at parties?
- Can I talk about celebrations?
- Can I talk about people?
- Can I describe people and things?

- Can I talk about food?
- Can I talk about how someone is feeling?
- Can I talk about table settings?
- Can I talk about eating out?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

- **Interpretive:** I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- **Interpersonal:** I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- **Presentational:** I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written and signed language.

Intercultural Communication:

- **Investigate:** In my own and other cultures I can identify products and practices to help me understand perspectives.
- **Interact:** I can interact at a survival level in some familiar everyday context.

Enduring Understandings

- Family plays a large role in celebrations.
- Extended family is important in Spanish countries.
- Birthday celebrations are an integral part of family life in the Spanish-speaking world and the U.S.
- A girl's 15 birthday in the Spanish speaking world, quinceañera, is a right of passage like a Sweet Sixteen or a Bat Mitzvah in the U.S.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- describe family members and friends
- talk about family celebrations and party

- ask politely to have something brought to you
- use proper etiquette to order a meal in a restaurant
- express possession
- express age
- understand cultural perspectives on family and celebrations

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Formal written unit assessment*
- Teacher observation
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension

Teaching and Learning Activities

<p><i>Activities</i></p>	<ul style="list-style-type: none"> ● Research on-line, then compare/contrast and discuss celebrations in the Spanish speaking world ● Create an invitation to a birthday party ● Write a composition about how you celebrate family parties ● Introduce and practice new vocabulary in context ● Textbook, workbook and on-line activities ● CD and DVD listening and comprehension ● Create an advertisement for a sporting event ● Create and interpret a family tree ● Create a family scrapbook ● Read and discuss about the royal family in Spain. ● Discuss a famous painting depicting a family celebration ● Play a game using new verb forms and subject pronouns ● Watch a detective story based on new vocabulary ● Discuss and answer comprehension questions ● Role play a restaurant scene with a family ordering a meal ● Make, create or interpret a family’s weekly shopping list
<p><i>Suggested Additional Activities</i></p>	<ul style="list-style-type: none"> ● Create a real or imaginary family tree ● BBC La Vida Loca excerpts
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement ● Create a television program guide with names and times of favorite programs ● Create index cards for vocabulary reinforcement ● Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards

	<ul style="list-style-type: none"> ● Kinesthetic: TPR, use of manipulatives ● Choice of activities where possible ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
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Resources

<ul style="list-style-type: none"> ● savvas.com ● www.kahoot.com ● www.quizlet.com ● www.conjuguemos.com ● Studyspanish.com ● www.wordreference.com ● www.spanish4teachers.org ● Google Classroom ● Youtube ● Textbook - Auténtico/Realidades 1 ● Workbook - Auténtico/Realidades 1 ● Auténtico/Realidades 1 Audio CD's, MP3 files ● Auténtico/Realidades 1 video accompaniments (DVD set, video files) ● Other websites, as needed such as Spanish language online news and magazines ● Teacher's generated worksheets ● Microsoft Office Programs (Documents, Power Points)
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**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	World Languages - Spanish First Year Spanish I
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Unit Plan Title:	Unit 6
Time Frame	20 days

World Language Standards

- **7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.**
- **7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.**
- **7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.**
- **7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.**
- **7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.**
- **7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.**
- **7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.**
- **7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.**
- **7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.**
- **7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.**
- **7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.**
- **7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.**
- **7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.**
- **7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.**
- **7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.**

College and Career Readiness Standards

- **9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals**
- **9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view**
- **9.4.2.CI.1: Demonstrate openness to new ideas and perspectives**
- **9.4.2.DC.2: Explain the importance of respecting digital content of others.**
- **9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity**
- **9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem**
- **9.4.2.CT.2: Identify possible approaches and resources to execute a plan**
- **9.4.2.CT.3: Use a variety of types of thinking to solve problems**

Interdisciplinary Standards

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

- Bedroom items, electronic equipment, colors
- Adjectives to describe things, rooms in a house and household chores
- Present progressive
- Making comparisons and superlatives
- Stem-changing verbs: *poder*, *dormir*

Essential Question(s)

- How do I talk about what others are presently doing?
- How do I express what I am presently doing?
- How do I talk about how household chores and responsibilities?
- Can I describe rooms in a house?
- Can I talk about electronic equipment?
- Can I use the verb *poder* to talk about what can and cannot be done?
- Can I use the verb *dormir* to discuss sleep?
- Can I talk about where someone lives?
- Can I talk about houses or apartments?
- Can I make comparisons in the target language?
- Am I able to indicate location of items?
- Am I able to describe the items in my bedroom?
- Am I able to describe items using colors?
- Am I able to describe something using adjectives and adverbs?
- How do names in Spanish-speaking countries differ from those in the U.S.?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

- **Interpretive:** I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- **Interpersonal:** I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- **Presentational:** I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written and signed language.

Intercultural Communication:

- **Investigate:** In my own and other cultures I can identify products and practices to help me understand perspectives.
- **Interact:** I can interact at a survival level in some familiar everyday context.

Enduring Understandings

- The ability to express things in a bedroom in the target language.
- The ability to express themselves on what they are doing in the present tense.
- The ability to communicate with someone about where they live.
- The ability to communicate with someone to do something.
- The ability to understand homes in Spanish-speaking countries have both similar and different characteristics from homes in the U.S.
- Successful description of bedroom items and electronic equipment in the target language.
- Successful use colors to describe things in the target language.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Second-language learning is a valued life skill.
- Division of household chores varies according to culture.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E,T,A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> E,T,A	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/> E,T,A	Collaboration

X

Financial, Economic, Business, and Entrepreneurial Literacy**Student Learning Targets/Objectives (Students will know/Students will understand)**

- identify rooms in a house
- talk about your bedroom
- describe bedroom items and electronic equipment
- name household chores
- make comparisons
- tell where you live
- understand cultural perspectives on different types of housing

Assessments (Pre, Formative, Summative, Other)*Denote required common assessments with an **

- Formal written unit assessment*
- Teacher observation
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension

*Teaching and Learning Activities**Activities*

- Research on-line, then compare/contrast real estate in the Spanish speaking world
- Create an advertisement for buying and selling a home
- Write a composition describing your home
- Introduce and practice new vocabulary in context
- Textbook, workbook and on-line activities
- CD and DVD listening and comprehension
- Present a poster of a dream house
- Create a video from the perspective of a real estate agent trying to sell a home
- Discuss a famous painting by Dali
- Play a game using new verb forms and subject pronouns
- Watch a detective story based on new vocabulary
- Discuss and answer comprehension questions
- Role play a discussion about household chores
- Make, create or interpret a family's chore schedule
- Play charades using the present progressive tense

Suggested Additional Activities

- Compare your house to another famous location
- Choose a chore you despise and explain what you do to avoid it

Differentiation Strategies

- Create picture cards for vocabulary reinforcement
- Create a television program guide with names and times of favorite programs
- Create index cards for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
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Resources

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**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	World Languages - Spanish First Year Spanish I
Unit Plan Title:	Unit 7A
Time Frame	Time permitting unit 7A will be incorporated

World Language Standards

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Interdisciplinary Standards

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- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

- Clothing
- Shopping
- Numbers 200-1000
- Stem-changing verbs – *pensar, querer, preferir, costar*
- Demonstrative adjectives
- Preterite tense

Essential Question(s)

- Can I shop for clothes in the target language?
- Can I discuss how clothing fits?
- Can I express what others think using the verb – *pensar*?
- Can I express what I am thinking using the verb – *pensar*?
- Can I talk about how much things cost?
- Can I use the numbers 200 - 1000 in everyday discussions?
- Can I discuss items using demonstrative adjectives?
- Can I talk about things in the past?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

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Intercultural Communication:

- **Investigate:** In my own and other cultures I can identify products and practices to help me understand perspectives.
- **Interact:** I can interact at a survival level in some familiar everyday context.

Enduring Understandings

- Open markets are common in Spanish speaking countries.
- Currency varies by country.
- Stem changing verb conjugations are essential to communicating in Spanish.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
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<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- talk about clothes, shopping and prices
- describe your plans
- talk about what you want and you prefer
- point out specific items
- talk about what you have done
- understand cultural perspectives on shopping

Assessments (Pre, Formative, Summative, Other)

Denote required common assessments with an *

- Formal written unit assessment*
- Teacher observation
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension

Teaching and Learning Activities

Activities

- Research on-line, then compare/contrast real estate in the Spanish-speaking world
- Create a shopping circular for clothing
- Write a composition about what you bought.
- Introduce and practice new vocabulary in context
- Textbook, workbook and on-line activities
- CD and DVD listening and comprehension
- Create a fashion show
- Make paper dolls
- Discuss from a picture prompt
- Play a game using new verb forms and subject pronouns
- Watch a detective story based on new vocabulary
- Discuss and answer comprehension questions
- Role play a dialogue between a store clerk and a shopping looking for clothing.
- Play charades using the preterite tense

Suggested Additional Activities

- Create a page from a clothing catalog, including a description and price for each item
- Design and describe the perfect outfit for a specific event

Differentiation Strategies

- Create picture cards for vocabulary reinforcement
- Create a television program guide with names and times of favorite programs
- Create index cards for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
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