



2023 Updated World Language Curriculum

Grades 5-8 / Spanish for Daily Use

Mendham Township Public School

Dr. Patrick Ciccone


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Aligned to 2020 NJSLs - November 2023 Update

Board of Education Adoption Date: 12-12-2023

Board of Educating President: 

Superintendent of Schools: 

Principal: 

Patrick J Ciccone

2023 World Language

Table of Contents

1. Program Overview
2. Overview Thematic Units / Pacing
3. Accommodations Addendum
4. Alternate Assessments
5. Alternate Standards for Students to Audit Class
6. Suggested materials (teacher created)
7. Grade Level Curriculum Units
 - a. Narrative Overview
 - b. NJSLA Standards
 - c. Essential Questions
 - d. Unit Outcomes
 - e. Performance Based Assessments
 - f. Unit Timelines
 - g. Differentiation Strategies
 - h. Standard 9, 2020 Integration
 - i. Career
 - ii. Life Literacy
 - iii. Technology
 - iv. Anchor Standards (companion)

Program Overview

The Spanish program at Mendham Township Middle School is aligned with the American Council for Teaching a Foreign Language (ACTFL) Proficiency Guidelines and the New Jersey Learning Standards for World Language. The program challenges students to increase their proficiency in the target language in the four cornerstones of language learning: reading, writing, listening, and speaking. Additionally, the curriculum is thematically-based, culturally enriched, and predominantly conducted in the target language. In order to meet the needs of diverse learners, there are a variety of dynamic and engaging classroom activities, traditional and performance-based assessments, and unique cultural experiences.

WORLD LANGUAGE PACING GUIDE FOR SPANISH

Grade 5	<u>Frequency:</u> 3 times/week Pass / Fail Course
Novice-Mid	Thematic Units of Study <ul style="list-style-type: none"> → Unit 1: Yo Puedo Aprender al Español (Aug - Nov) → Unit 2: ¿Quién soy yo? (Nov-Jan) → Unit 3: Mi Familia es Especial (Jan - March) → Unit 4: Todo el Año, Estoy de Moda (Apr - Jun)
Grade 6	<u>Frequency:</u> 3 times/week Graded Course
Novice-Mid Emerging Novice-High	Thematic Units of Study <ul style="list-style-type: none"> → Unit 1: Yo Puedo Comunicar en Español (Aug - Nov) → Unit 2: ¿Quiénes somos mis amigos y yo? (Nov-Jan) → Unit 3: En Casa con mi Familia (Jan - March) → Unit 4: Tengo Éxito en la Escuela (Apr - Jun)
Grade 7	<u>Frequency:</u> 5 times/week Graded Course
Novice-High	Thematic Units of Study <ul style="list-style-type: none"> → Unit 1: Mis Amigos y Yo (Aug - Nov) → Unit 2: Una Semana en mi Vida (Nov-Jan) → Unit 3: Comemos en un Restaurante (Jan - March) → Unit 4: Vamos de Compras en la Ciudad (Apr - Jun)
Grade 8	<u>Frequency:</u> 5 times/week Graded Course
Novice-High Emerging Intermediate-Low	Thematic Units of Study <ul style="list-style-type: none"> → Unit 1: Festejemos (Aug - Nov) → Unit 2: Recorrer la Ciudad (Nov-Jan) → Unit 3: A viajar (Jan - March) → Unit 4: Cuerpo Sano, Mente Sana (Apr - Jun)
Grades 7 & 8 Daily Use	<u>Frequency:</u> 3 times/week Pass / Fail Course
Novice-Mid	Thematic Units of Study <ul style="list-style-type: none"> → Unit 1: Yo Soy Especial (7th, Aug - Jan) → Unit 2: En mi Tiempo Libre (7th, Jan - Jun) → Unit 3: En la Escuela (8th, Aug - Jan) → Unit 4: Me Gusta Comer (8th, Jan - Jun)

Accommodations Addendum

Curriculum Modifications for IEPs, 504s, ELL and Gifted and Talented

IEP / 504	<ul style="list-style-type: none"> • Allow for extended time on homework and assessments as described in the student's plan • Allow use of calculator • Check for comprehension and understanding • Highlight or underline key words • Permit ample time for student to respond to questions • Clearly define limits and expectations • Encourage student to ask for needed assistance • Preferential seating • Repeating, clarifying or rewording directions
ELL	<ul style="list-style-type: none"> • Allow for alternate responses • Provide student with advanced notes • Allow for extended time on homework and assessments • Teacher modeling of what is expected and necessary steps to complete task • Provide simplified written and verbal instructions • Permit ample time for student to respond to questions • Encourage student to ask for needed assistance • Check for comprehension and understanding • Repeating, clarifying or rewording directions • Preferential seating • Allow use of eDictionary/technology to look up unknown words

Alternate Assessments

Related Strategies

World Language

Teachers will employ the following materials and strategies in the event such is needed based upon I&RS plan, 504, IEP, or other reasons discussed with the principal:

1. Textbook alternate Chapter & Quiz Assessments
2. Computer-based Testing
3. Journals / Learning Logs
4. Dictionary Allowed Tests
5. Portfolio
6. Teacher Observation
7. Interview

Alternate Standards for Students to Audit Class

In the event a student is unable to perform @ the targeted standards, the teacher will differentiate work to reflect the Novice-Low Standards but use the curriculum topics for the class the student is assigned to.

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p>
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>

Intercultural Statements:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
 - Topics may include: Family members, school supplies, pets, weather
- Learners recognize and identify a few typical practices of the target culture.
 - Topics may include: Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.

SUGGESTED INSTRUCTIONAL MATERIALS

Online Resources / Websites

Rosetta Stone, Rockalingua, Quizlet, Blooket, Edpuzzle, Pear Deck, Padlet, Youtube, PBS Documentaries, Kahoot, Scholastic, Culturally Authentic Websites

Other

Teacher created materials (shared drive), fly swatters, dry erase boards, board games, dice, craft supplies, Pobre Ana, poems, advertisements, culturally authentic texts

Grade 5 Spanish

UNIT: Yo Puedo Aprender al Español

Grade Level: 5

World Language, Spanish

Suggested Pacing: 1 MP

SUMMARY

In Unit 1, students will be introduced to the Spanish language; learning basic phrases and key vocabulary words to begin communicating in the target language and have meaningful exchanges with others. Students will explore some cultural similarities and differences between their home culture and the target culture. Students will also be able to explore the benefits of communicating with a diverse group of people and learning other languages, especially Spanish.

STANDARDS

➤ New Jersey Student Learning Standards for World Language

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>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.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p>
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>

Intercultural Statements:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
 - Topics for this unit might include: calendar/weather & classroom routines.
- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit might include: the effects of weather patterns in target language regions of the world and in the students' own regions.

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • What is communication? How do people communicate? • Is it important to learn a world language? Why or why not? • What are the cultural differences when greeting others in my culture vs. the target cultures? • How can I survive using my knowledge and skills learned in the target language?
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand that asking and answering questions is essential when meeting and getting to know new people. • Students will understand that daily interactions vary between cultures and reflect cultural perspectives.
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Greet friends & family. <input type="checkbox"/> Say goodbye. <input type="checkbox"/> Introduce self & others. <input type="checkbox"/> Recite the Spanish alphabet. <input type="checkbox"/> Count to one hundred. <input type="checkbox"/> Identify the colors of the rainbow. <input type="checkbox"/> Tell the day, date, season, & weather. <input type="checkbox"/> Ask questions relevant to classroom procedures. <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic Greetings and Salutations <input type="checkbox"/> Common Spanish Names <input type="checkbox"/> Phrases to Introduce Self and Others (Me llamo, Se llama, etc.) <input type="checkbox"/> Spanish Alphabet <input type="checkbox"/> Numbers from 0 to 100 <input type="checkbox"/> Colors <input type="checkbox"/> Days of the Week <input type="checkbox"/> Months of the Year <input type="checkbox"/> Season <input type="checkbox"/> Weather Expressions <input type="checkbox"/> Basic Classroom Commands and Questions
Sample Performance-Based Assessment(s)	<p>The learners will create and perform a skit in the target language exchanging basic personal information with a "new friend." The learners will greet each other, tell and spell their names, exchange age and phone numbers, and say goodbye to each other.</p>

SUMMARY

In Unit 2, students will describe themselves in the target language; sharing what makes an individual special and unique. Additionally, students will learn to appreciate and respect these differences in self and others. Students will also begin to share activities they like and do not like to do with their friends and families. In the course of this unit, they review and expand upon vocabulary and language functions learned at the elementary level as formal reading and writing in Spanish are introduced.

STANDARDS➤ **New Jersey Student Learning Standards for World Language**

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>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.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p>
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>

Intercultural Statements:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
 - Topics for this unit might include: pets & preferences.
 - Instruction may include authentic dances and songs.

- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit might include: Showing respect for other individuals in the target language societies and in the students' own culture.

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • Who am I and how can I get to know you? • What makes a person unique? • Why is it important to embrace the similarities and differences of others? • How are kids in the target culture similar and different to kids in my home culture?
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand that each child is special and different in their own way. • Students will understand that we should respect and appreciate other cultures as well as our own.
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Tell basic personal information about myself <input type="checkbox"/> Describe his/her physical characteristics. <input type="checkbox"/> Describe some of his/her personality traits. <input type="checkbox"/> Identify & describe body parts. <input type="checkbox"/> Tell what s/he likes and does not like to do. <input type="checkbox"/> Tell how s/he is feeling. <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> "Yo" form of SER, TENER, ESTAR, QUERER, PREFERIR <input type="checkbox"/> Age <input type="checkbox"/> Origin <input type="checkbox"/> Phone number <input type="checkbox"/> email <input type="checkbox"/> Adjectives to Describe Physical Characteristics <input type="checkbox"/> Adjectives to Describe Personality Traits <input type="checkbox"/> Feelings <input type="checkbox"/> Basic Noun / Adjective Agreement <input type="checkbox"/> "Me gusta / No Me gusta" to Tell Likes and Dislikes <input type="checkbox"/> Pastimes and Other Activities <input type="checkbox"/> Body Parts
Sample Performance-Based Assessment(s)	<p>The learners will write a letter to a "pen pal" from his/her class. The letter will include basic personal information about the learner (name, age, origin, physical characteristics, personality traits, feelings, likes & dislikes, etc.). Learners will read letters from their "pen pals" and compare and contrast their similarities and differences. Finally, learners will share why self and "pen pals" are special and unique.</p>

SUMMARY

In Unit 3, students will discover what important characteristics make a family unique and special and by the end of the unit, they understand that “family” might have many connotations in the United States and abroad. Students will investigate the facets of family life in Spanish-speaking cultures and communicate about family members using the four cornerstones of language learning: reading, writing, listening, and speaking.

STANDARDS**➤ New Jersey Student Learning Standards for World Language**

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>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.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p>
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>

Intercultural Statements:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
 - Topics for this unit might include: family & pets.
 - Instruction may include authentic dances and songs.
- Learners recognize and identify a few typical practices of the target culture.

- Topics for this unit might include: Showing respect for family members in the target language societies and in the students' own culture, typical pets in other cultures, & typical pets in target language societies and in the students' own culture.

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • How is my family dynamics similar and different from the families in the target culture? • How does where I come from help shape who I am? • What makes a "family?"
Enduring Understandings	<ul style="list-style-type: none"> • Families in Spanish-speaking countries have similar and yet different characteristics and those qualities reflect their cultural perspectives.
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify Spanish-speaking countries & capitals. <input type="checkbox"/> Tell where self & others are from. <input type="checkbox"/> Identify members of my family. <input type="checkbox"/> Describe family relationships. <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> "Yo, Él/Ella" forms of SER <input type="checkbox"/> Family vocabulary <input type="checkbox"/> Using DE to show possession <input type="checkbox"/> Origin <input type="checkbox"/> Basic Nationalities <input type="checkbox"/> Possessive Adjectives
Sample Performance-Based Assessment(s)	<p>The learners will digitally create and present a family tree or scrapbook describing select members of their families. Learners will be able to identify the family members, tell age, origin, and how they are related to someone in the family.</p>

SUMMARY

In Unit 4, students will learn to dress appropriately during the different seasons and in different social situations. Additionally, students will “visit” outdoor markets typically found in Spanish-speaking countries. In the process, they learn to identify and describe the clothing items displayed at the market. At the same time, they examine life in Hispanic countries and make comparisons with their own experiences.

STANDARDS**➤ New Jersey Student Learning Standards for World Language**

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>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.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p>
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>

Intercultural Statements:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.
 - Topics for this unit might include: fashion preferences.
 - Instruction may include authentic dances and songs.
- Learners recognize and identify a few typical practices of the target culture.

- Topics for this unit might include: a few weather conditions in target language regions of the world and in the students' own regions in order to help make fashion choices.

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • What types of clothing are similar and different in my home culture and the target culture? • How does culture, beliefs, and socio-economic status play a role in what people wear? • How does the market reflect life in Latin American society? Why is it important in understanding the people and their values?
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand culture through comparisons of clothing. • Products sold in markets and shopping practices differ between Latin American and North American cultures and, at the same time, impart important information about the people and their perspectives.
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify articles of clothing. <input type="checkbox"/> Identify basic accessories. <input type="checkbox"/> Tell what self and others wear for different occasions. <input type="checkbox"/> Tell what self and others wear in different seasons of the year. <input type="checkbox"/> Tell what people from target cultures wear <input type="checkbox"/> Explore a marketplace in a target country <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> "Yo & Él/Ella" Forms of LLEVAR <input type="checkbox"/> Introduction to the "yo" forms of the verbs COMPRAR, COMPARTIR, VENDER <input type="checkbox"/> Clothing <input type="checkbox"/> Basic Accessories <input type="checkbox"/> Season <input type="checkbox"/> Weather <input type="checkbox"/> Basic Activities (Yo Forms) <input type="checkbox"/> Colors <input type="checkbox"/> Conjunctions / Transition words (también, y, pero, cuando, en)
Sample Performance-Based Assessment(s)	<p>The learners will write and illustrate a comic strip in the target language to talk about what self and others wear during different times of the year and to participate in different types of activities. The comic strip will be entitled "Sr. Loco y Yo" and will introduce students to creative writing in the target language. Students will demonstrate increased proficiency in the language by incorporating expanded sentences and elements of comedy.</p>

GRADE 5 - UNIT TIMELINE/MAP

Unit	Anticipated Timeline
<i>Yo Puedo Aprender al Español</i>	August - November
<i>¿Quién soy yo?</i>	November - January
<i>Mi Familia es Especial</i>	January - March
<i>Todo el Año, Estoy de Moda</i>	April - June

DIFFERENTIATION STRATEGIES

- Units include presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address needs of at risk learners
- Provide student with open ended questions that stimulate higher order thinking
- Allow student to consider and express personal opinions
- Tiered Assignments
- Afford student with opportunities for independent projects based on the area of study and student's interests
- Have student share and express their thought process, conclusions and the reasoning that led to their conclusion
- Allows for extended time on homework and assessments as described in the student's plan
- Check for comprehension and understanding
- Highlight or underline key words
- Permit ample time for student to respond to questions
- Clearly define limits and expectations
- Encourage student to ask for needed assistance
- Preferential seating
- Repeating, clarifying or rewording directions
- Allow for alternate assessments
- Provide student with advanced notes
- Allow for extended time on homework and assessments.
- Teacher modeling of what is expected and necessary steps to complete task
- Provide simplified written and verbal instructions
- Permit ample time for student to respond to questions
- Allow use of eDictionary/Technology to look up unknown words

RELATED STANDARDS

➤ 9.2 Career Awareness, Exploration, Preparation, and Training

Core Idea	Performance Expectations
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
There are a variety of factors to consider before starting a business.	9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees 9.2.5.CAP.7: Identify factors to consider before starting a business.

➤ 9.4 Life Literacies and Key Skills

Core Idea	Performance Expectations
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.	9.4.5.DC.1: Explain the need for and use of copyrights. 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2)
Digital identities must be managed in order to create a positive digital footprint.	9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
Digital tools have positively and negatively changed the way people interact socially.	9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
Culture and geography can shape an individual's experiences and perspectives.	9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.	9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.
Different digital tools have different purposes.	9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	9.4.5.TL.5: Collaborate digitally to produce an artifact. (e.g., 1.2.5.CR1d).

New Jersey Student Learning Standards for English Language Arts

➤ Companion Standards - Anchor Standards for Reading

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

New Jersey Student Learning Standards for English Language Arts

➤ Companion Standards - Anchor Standards for Writing

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured sequences.
NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade 6 Spanish

UNIT: Yo Puedo Comunicar en Español

Grade Level: 6

World Language, Spanish

Suggested Pacing: 1 MP

SUMMARY

In Unit 1, students will review basic phrases and key vocabulary words to engage in meaningful conversations in the target language with others. Students will build upon their previous knowledge; adding new vocabulary and basic grammar to increase their communicative proficiency. Students will continue to explore some cultural similarities and differences between their home culture and the target culture. Students will also be able to explain the benefits of communicating with a diverse group of people and learning other languages, especially Spanish.

STANDARDS

➤ New Jersey Student Learning Standards for World Language

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>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.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p>
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>

Intercultural Statements:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
 - Topics for this unit might include: calendar/weather & classroom routines.
- Learners recognize and identify a few typical practices of the target culture.

- Topics for this unit might include: the effects of weather patterns in target language regions of the world and in the students' own regions.

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • Why is it important to learn to communicate in other languages? • Why is it important to learn Spanish? • How can I meet new people using a language other than my L1? • What are the cultural differences when greeting others and saying good-bye in my culture vs. the target cultures? • How can I survive in a foreign country using my knowledge and skills learned in the target language?
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand that asking and answering questions is essential when meeting and getting to know new people. • Students will understand that daily interactions vary between cultures and reflect cultural perspectives. • Students will understand that classroom rules and procedures are necessary to set students up for success.
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Greet friends & family. <input type="checkbox"/> Say goodbye. <input type="checkbox"/> Introduce self & others. <input type="checkbox"/> Tell how self and others are feeling. <input type="checkbox"/> Tell where self and others are from. <input type="checkbox"/> Describe his/her basic personality traits. <input type="checkbox"/> Describe his/her basic physical characteristics. <input type="checkbox"/> Tell what s/he likes <input type="checkbox"/> Recite the Spanish alphabet. <input type="checkbox"/> Count to one thousand. <input type="checkbox"/> Exchange basic personal information (phone numbers, age, etc.) <input type="checkbox"/> Identify the colors of the rainbow. <input type="checkbox"/> Tell the day, date, season, & weather. <input type="checkbox"/> Ask questions relevant to classroom procedures. <input type="checkbox"/> Identify basic classroom supplies. <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic Greetings and Salutations <input type="checkbox"/> Common Spanish Names <input type="checkbox"/> Phrases to Introduce Self and Others (Me llamo, Se llama, etc.) <input type="checkbox"/> Present tense conjugations of ESTAR and SER (singular forms) <input type="checkbox"/> Present tense conjugations of TENER (singular forms) <input type="checkbox"/> ME GUSTA + basic activities <input type="checkbox"/> ESTAR + emotions <input type="checkbox"/> SER + DE to show origin <input type="checkbox"/> Spanish Alphabet / Numbers from 0 to 1,000 <input type="checkbox"/> Colors / Days of the Week <input type="checkbox"/> Months of the Year / Season / Weather Expressions <input type="checkbox"/> Basic Classroom Commands and Questions / Objects
Sample Performance-Based Assessment(s)	<p>The learners will create a collage and present it to introduce him/herself to the teacher and classmates. This assignment will encourage students to use the presentational mode of communication to prepare a memorized speech; focusing on target language communication and public speaking skills. Presentations will include: greeting name, age, origin, self description, likes/dislikes, etc.</p>

SUMMARY

In Unit 2, students will describe themselves and others in the target language; sharing what makes an individual special and unique. Additionally, students will learn to appreciate and respect these differences in self and others. Students will also begin to share activities self and others like and do not like to do with their friends and families. In the course of this unit, they review and expand upon vocabulary and language functions previously learned and read and write at the sentence level. Students are introduced to more complete grammar structures and functions.

STANDARDS**➤ New Jersey Student Learning Standards for World Language**

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>
Presentational communication involves presenting information, concepts, and ideas to an	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p>

audience of listeners or readers on a variety of topics.	<p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>
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Intercultural Statements:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
 - Topics for this unit might include: pets & preferences.
 - Instruction may include authentic dances and songs.
- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit might include: Showing respect for other individuals in the target language societies and in the students' own culture

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • Who am I and how can I get to know you? • What makes a person unique? • Why is it important to embrace the similarities and differences of others? • How are kids in the target culture similar and different to kids in my home culture? • How do we identify ourselves? • Are we unique? If so, how?
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand that our world is made of many different countries and people. • Students will understand that our world/classroom consists of many different cultures, backgrounds, and ethnicities that make us unique.
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Tell basic personal information about myself and others <input type="checkbox"/> Describe self and others physical characteristics <input type="checkbox"/> Describe self and others personality traits. <input type="checkbox"/> Identify & describe body parts. <input type="checkbox"/> Tell what self and others like and do not like to do. <input type="checkbox"/> Tell how self and others are feeling. <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> "Yo" & "Tú" forms of QUERER, PREFERIR <input type="checkbox"/> All present tense forms of SER, ESTAR, TENER <input type="checkbox"/> Introduction of differences of SER and ESTAR <input type="checkbox"/> Age <input type="checkbox"/> Origin <input type="checkbox"/> Phone number <input type="checkbox"/> email <input type="checkbox"/> Adjectives to Describe Physical Characteristics <input type="checkbox"/> Adjectives to Describe Personality Traits <input type="checkbox"/> Feelings <input type="checkbox"/> Basic Noun / Adjective Agreement <input type="checkbox"/> All forms of the verb GUSTAR

	<input type="checkbox"/> Pastimes and Other Activities <input type="checkbox"/> Basic Places <input type="checkbox"/> Body Parts <input type="checkbox"/> Basic transitions and conjunctions: también, siempre, nunca, a veces, y, pero, en, cuando
Sample Performance-Based Assessment(s)	<p>The learner will compare and contrast him/herself to a friend through an interview, creation of a venn diagram and a multimedia presentation. Presentation will show students that while we have similarities it is also important to celebrate what makes all of us unique. The learner will use his/her highest level of language proficiency to describe: physical characteristics, personality traits, likes/dislikes, feelings, etc.</p>

SUMMARY

In Unit 3, students investigate the facets of family life in Spanish-speaking cultures, they communicate (listen, read, speak) about family members, what constitutes "family," homes, and responsibilities. This leads to a comparison with their own families and homes. By the end of the unit, they understand that "family and home life" might have many connotations here in the United States and abroad.

STANDARDS**➤ New Jersey Student Learning Standards for World Language**

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate,</p>

culturally authentic materials orally or in writing.
 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Intercultural Statements:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
 - Topics for this unit might include: family & pets.
 - Instruction may include authentic dances and songs.
- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit might include: Showing respect for family members in the target language societies and in the students' own culture, typical pets in other cultures, & typical pets in target language societies and in the students' own culture.

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • How is my family dynamics similar and different from the families in the target culture? • How does where I come from help shape who I am? • What makes a "family?" • What makes a house a home? • Why does my home look different from pre-teens in Spanish-speaking countries?
Enduring Understandings	<ul style="list-style-type: none"> • Families in Spanish-speaking countries have similar and yet different characteristics and those qualities reflect their cultural perspectives. • History, culture, socio-economic status, family dynamics, & climate all play a major role in home life and family circumstances.
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify Spanish-speaking countries & capitals. <input type="checkbox"/> Tell where self & others are from. <input type="checkbox"/> Tell his/her nationality. <input type="checkbox"/> Identify immediate and extended members of his/her family. <input type="checkbox"/> Describe family relationships. <input type="checkbox"/> Tell what types of home people live in and their locations. <input type="checkbox"/> Describe his/her home; identifying rooms and basic furniture. <input type="checkbox"/> Tell where items are located using basic prepositions. <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Present Tense of SER and ESTAR <input type="checkbox"/> Basic understanding of when to use SER vs. ESTAR <input type="checkbox"/> Family vocabulary <input type="checkbox"/> Using DE to show possession <input type="checkbox"/> Origin <input type="checkbox"/> Basic Nationalities <input type="checkbox"/> Possessive Adjectives <input type="checkbox"/> Types of homes <input type="checkbox"/> Rooms of the house <input type="checkbox"/> Basic Furniture <input type="checkbox"/> Basic prepositions

<p>Sample Performance-Based Assessment(s)</p>	<p>The learners will be able to create a digital family scrapbook or family tree. This project can be done using the learner's actual family or researching a famous family.</p> <p>The learner will create his/her ideal home to compete on "Extreme Makeover Home Edition en Español." This project will consist of creating and labeling an ideal home and presenting the home to "tv show producers." The student will use his/her highest level of language proficiency to describe his/her ideal home (rooms, furniture, location of items, basic adjectives).</p>
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SUMMARY

Unit 4, focuses on school life. Students concentrate on asking for and giving advice on how to succeed in each of their classes, expanding narration with more detailed descriptions, and speaking in strings of sentences, expressing opinions and making comparisons among people, places, and things associated with school life.

STANDARDS➤ **New Jersey Student Learning Standards for World Language**

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Intercultural Statements:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
 - Topics for this unit might include: school supplies
 - Instruction may include authentic dances and songs.
- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit might include: expectations in the target language societies and in the students' own culture

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • When describing experiences, it is important to include details and explain opinions. • It is not necessary to know all the words and structures to gather information from authentic texts. • School experiences may vary from culture to culture but they also have many similarities
Enduring Understandings	<ul style="list-style-type: none"> • How can I build on what I already know to be a better Spanish speaker? • How do my actions and decisions affect my success in school? • Is my school experience the same as that of students in the Spanish-speaking world? If so, how? If not, why not?
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify classes, school supplies, staff members, and important places in a school building. <input type="checkbox"/> Discuss class expectations and give advice on how to succeed in academics. <input type="checkbox"/> Describe and compare people, classes, and activities in school <input type="checkbox"/> Talk about good school habits. <input type="checkbox"/> Give advice to friends about how to succeed in school. <input type="checkbox"/> Decipher a school schedule from a target language country and compare that schedule with a typical schedule for a U.S. student. <input type="checkbox"/> Role-play situations between parents and students, teachers and students, students with classmates. <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Names of people, classes, places things in school setting <input type="checkbox"/> Comparative and superlative forms and uses <input type="checkbox"/> Basic uses of SER and ESTAR for descriptions and locations <input type="checkbox"/> Telling time <input type="checkbox"/> A veces, siempre, a menudo, nunca <input type="checkbox"/> Present tense of commonly used regular verbs <input type="checkbox"/> Present tense of IR <input type="checkbox"/> TENER QUE + infinitive <input type="checkbox"/> Expressions for giving advice; deber, deberias, para +infinitive
Sample	Students will create a video presentation or create a brochure to help new

Performance-Based Assessment(s)	Spanish-speaking students navigate life at MTMS. Student products should be created with the intention that it can be shared with actual students and families moving into the school district so that they can get insight in what a typical day looks like for a student at MTMS.
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GRADE 6 - UNIT TIMELINE/MAP

Unit	Anticipated Timeline
Yo Puedo Comunicar en Español	August - November
¿Quiénes somos mis amigos y yo?	November - January
En Casa con mi Familia	January - March
Tengo Éxito en la Escuela	April - June

WORLD LANGUAGE DIFFERENTIATION STRATEGIES

- Units include presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address needs of at risk learners
- Provide student with open ended questions that stimulate higher order thinking
- Allow student to consider and express personal opinions
- Tiered Assignments
- Afford student with opportunities for independent projects based on the area of study and student's interests
- Have student share and express their thought process, conclusions and the reasoning that led to their conclusion
- Allows for extended time on homework and assessments as described in the student's plan
- Check for comprehension and understanding
- Highlight or underline key words
- Permit ample time for student to respond to questions
- Clearly define limits and expectations
- Encourage student to ask for needed assistance
- Preferential seating
- Repeating, clarifying or rewording directions
- Allow for alternate assessments
- Provide student with advanced notes
- Allow for extended time on homework and assessments.
- Teacher modeling of what is expected and necessary steps to complete task
- Provide simplified written and verbal instructions
- Permit ample time for student to respond to questions
- Allow use of eDictionary/Technology to look up unknown words

RELATED STANDARDS

➤ 9.2 Career Awareness, Exploration, Preparation, and Training

Core Idea	Performance Expectations
An individual's strengths, lifestyle goals, choices, and interests affect employment and income.	9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment advancement
There are a variety of resources available to help navigate the career planning process.	9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
Communication skills and responsible behaviour in addition to education, experience, certifications, and skills are all factors that affect employment and income.	9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
There are resources to help an individual create a business plan to start or expand a business.	9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.

➤ 9.4 Life Literacies and Key Skills

Core Idea	Performance Expectations
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity, and innovative thinking.	9.4.8.CI.2: Repurpose an existing resource in an innovative way 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries
Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as a proper interactions can protect online reputations.	9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.DC.5: Manage digital identify and practice positive online behavior to avoid inappropriate forms of self-disclosure 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
Awareness of and appreciation for cultural difference is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misinterpretation.	9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

There are ethical and unethical uses of information and media.	9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media 9.4.8.IML.10: Examine the consequences of the uses of media 9.4.8.IML.11: Predict the personal and community impact of online and social media activities
There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

New Jersey Student Learning Standards for English Language Arts

➤ *Companion Standards - Anchor Standards for Reading*

CPI #	Cumulative Progress Indicator (CPI)
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. R6.	Assess how point of view or purpose shapes the content and style of a text
NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

New Jersey Student Learning Standards for English Language Arts

➤ *Companion Standards - Anchor Standards for Writing*

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA. W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured sequences.
NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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. W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstration understanding of the subject under investigation.
NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade 7 Spanish

UNIT: **Mis Amigos y Yo**

Grade Level: 7

World Language, Spanish

Suggested Pacing: 1 MP

SUMMARY

In Unit 1, students will describe self and others and discuss activities they like and do not like doing throughout the year. Students will also use the present tense to talk about what self and others do; comparing themselves to teenagers in the Spanish-speaking world. Furthermore, students will share their preferences and even share what occupations they are interested in. Students will build their communication skills by combining vocabulary phrases and new grammatical structures to speak and write Spanish at a higher level.

STANDARDS

➤ New Jersey Student Learning Standards for World Language

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>
Presentational communication involves presenting information,	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar</p>

concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>
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Intercultural Statements:

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
 - Topics for this unit may include: communities, technology
- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit may include: changes to human life because of technology.

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • How do my interests relate to my future? • Who am I & how am I similar and different from my friends? • Do I have the same interests as Spanish-speaking teenagers? Why or why not?
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand that kids' experiences vary between cultures and reflect cultural perspectives. • Often the opportunities we have in life help shape who we become in the future.
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Exchange personal information when making new friends. <input type="checkbox"/> Describe myself; telling all about my physical characteristics and personality traits. <input type="checkbox"/> Describe others. <input type="checkbox"/> Tell what self and others like and do not like to do. <input type="checkbox"/> Tell what activities I do using the present tense. <input type="checkbox"/> Share my wants, needs, and preferences. <input type="checkbox"/> Decide what occupations I am interested in. <input type="checkbox"/> Understand the exchange student /study abroad experience. <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic personal information: greetings, salutations, name, age, origin, birthday, phone number, email, etc. <input type="checkbox"/> Physical Characteristics & Personality Traits <input type="checkbox"/> Noun/Adjective agreement <input type="checkbox"/> Body Parts <input type="checkbox"/> SER vs. ESTAR <input type="checkbox"/> GUSTAR (with nouns and verbs) <input type="checkbox"/> NECESITAR, TENER, QUERER, PREFERIR <input type="checkbox"/> Occupations <input type="checkbox"/> Present Tense Verb Conjugations <input type="checkbox"/> Activities <input type="checkbox"/> Favorites/Least favorites - colors, sports, foods, etc.

	<input type="checkbox"/> más que, menos que, tan como <input type="checkbox"/> Siempre, A veces, a menudo, nunca, también
Sample Performance-Based Assessment(s)	<p>Students will read about several host families looking to host an exchange student. Next, students will create a study abroad profile to be matched with the appropriate host family. Student profile will include a full description of the student including basic personal information, self description, and present and future interests. Finally, students will decide which family suits them best.</p>

SUMMARY

In Unit 2, students investigate different facets of pre-teenage/teenage life both in the United States and in Spanish-speaking countries around the world. Students build on previously learned concepts, adding new vocabulary, language functions, and cultural perspectives. Within this unit theme, they focus on the following topics: personal, daily routines before, during and after school; school responsibilities and chores; hobbies and leisure-time activities. Additionally, they read selections from authentic sources and compare the life of a Hispanic teen with that of a typical adolescent in the United States.

STANDARDS**➤ New Jersey Student Learning Standards for World Language**

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the</p>

readers on a variety of topics.	home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
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Intercultural Statements:

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
 - Topics for this unit may include: communities
- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit may include: community life

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • It is the responsibility of all school community members to contribute to the effective running of a school building. • It takes a village to raise a child. • Those daily routines and responsibilities reflect cultural perspectives particular to a society.
Enduring Understandings	<ul style="list-style-type: none"> • Why do I have to do chores around the house? • Why do I need to have positive work habits at home and in school? • How does a week in the life of teenagers in Spanish-speaking countries differ from those in the United States? Why? • How is home/school life for teenagers similar or different in Latin America and in the United States? • Do Hispanic teenagers have to help around the house? If so, why? If not, why not? • How do those similarities and/or differences reveal cultural perspectives in the United States and in Hispanic countries?
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe routine daily activities <input type="checkbox"/> Talk about life at school <input type="checkbox"/> Express needs & habits of a successful student <input type="checkbox"/> Explain personal and school schedules <input type="checkbox"/> Name and describe responsibilities at home & school <input type="checkbox"/> Tell where self and others go & for what reason <input type="checkbox"/> Complain about chores and responsibilities at home & at school <input type="checkbox"/> Describe ways that one uses his/her free time: hobbies and leisure-time activities <input type="checkbox"/> Identify sports self and others play and watch <input type="checkbox"/> Explore different genres of music & works of art <input type="checkbox"/> Narrate in present <input type="checkbox"/> Compare and contrast a week in the life of a teenager in the United States and in Spanish-speaking countries <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review of class subjects, school supplies, teachers, important people and places in a school building

	<ul style="list-style-type: none"> <input type="checkbox"/> Positive habits of students <input type="checkbox"/> Chores and responsibilities <input type="checkbox"/> TENER QUE, DEBER, NECESITAR <input type="checkbox"/> Siempre, a veces, a menudo, nunca <input type="checkbox"/> Sports <input type="checkbox"/> Pastimes <input type="checkbox"/> Types of music and art <input type="checkbox"/> ESTAR + prepositions to show location <input type="checkbox"/> IR + A + infinitive <input type="checkbox"/> Telling time & interpreting schedules <input type="checkbox"/> Por + a duration of time <input type="checkbox"/> Para + infinitive to denote "in order to"
<p>Sample Performance-Based Assessment(s)</p>	<p>Students will create a diary or vlog documenting, "A Week in the Life of..." Students will share some daily activities, feelings about school, busy schedules, responsibilities they may have, etc, for a full week.</p>

SUMMARY

In Unit 3, students "visit" restaurants typically found in Spanish-speaking countries. In the process, they learn to identify and describe the food, how to order, and navigate problems typically encountered in a restaurant. At the same time, they examine family and teenage nightlife in Hispanic countries and make comparisons with their own experiences.

STANDARDS➤ **New Jersey Student Learning Standards for World Language**

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Intercultural Statements:

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
 - Topics for this unit may include: communities, geography, & climate (and its effects on food in TL societies)
- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit may include: impact of geography on individuals, the outcomes of climate change on the target people (and its effects on food in TL societies)

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • How do the restaurants reflect life in Latin American society? Why is it important in understanding the people and their values? • How are my meals similar or different to those in Spanish-speaking countries? • How are the foods in my culture the same or different from those in Spanish-speaking countries?
Enduring Understandings	<ul style="list-style-type: none"> • Mealtimes and traditions differ between Latin American and North American cultures and, at the same time, impart important information about the people and their perspectives.
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify meals and foods/beverages. <input type="checkbox"/> Compare and contrast meals in Spanish-speaking countries and in the US. <input type="checkbox"/> Tell how things taste & express likes and dislikes. <input type="checkbox"/> Order in a restaurant. <input type="checkbox"/> Use proper etiquette at a restaurant. <input type="checkbox"/> Dine on a budget. <input type="checkbox"/> Explore exchange rates. <input type="checkbox"/> Set a table. <input type="checkbox"/> Politely complain about a problem s/he would encounter at a restaurant. <input type="checkbox"/> Make a reservation. <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Foods <input type="checkbox"/> Spices and Condiments <input type="checkbox"/> Beverages <input type="checkbox"/> COMER, COMPARTIR, BEBER, TOMAR, COMPRAR, PEDIR, SERVIR <input type="checkbox"/> Food Tastes <input type="checkbox"/> Nutritional Facts <input type="checkbox"/> Utensils / Setting the table <input type="checkbox"/> Cooking terms <input type="checkbox"/> Commands to follow a recipe

	<input type="checkbox"/> Words of etiquette <input type="checkbox"/> Questions and expressions used to order food and drinks <input type="checkbox"/> Restaurant vocabulary
Sample Performance-Based Assessment(s)	<p>Students will research foods in other countries and design a menu for a culturally authentic restaurant. Students will then take turns role-playing a scene in a restaurant ordering off of the menu, eating, solving problems, and paying the bill.</p>

SUMMARY

In Unit 4, learn how to shop & bargain abroad. They will explore different shops and market places; comparing and contrasting how these are similar and different to stores and markets here in the United States. Using currency from different countries students will learn conversion rates and decide whether items are cheap or expensive. Students will role-play buying and selling and even create stores; offering sales to its clients. Finally, students will examine fashion around the world.

STANDARDS**➤ New Jersey Student Learning Standards for World Language**

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p>

topics.	<p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>
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Intercultural Statements:

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
 - Topics for this unit may include: communities & geography/climate
- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit may include: community life & geography/climate

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • How are shops and market places the same and different in Spanish-speaking countries and in the US? • How is fashion the same and different in Spanish-speaking countries and in the US? • How do I bargain when shopping abroad?
Enduring Understandings	<ul style="list-style-type: none"> • They can navigate around a city in the Hispanic world, shop, and get something to eat and drink without knowing all the words and expressions generally used by native speakers. • They can get the gist and details from advertisements and menus. • Their language skills allow them to participate in another culture.
Unit Outcomes	<p><i>The learner will be able to....</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Buy and sell items in a store and marketplace. <input type="checkbox"/> Describe what self and others are wearing. <input type="checkbox"/> Examine fashion trends & give opinions about them. <input type="checkbox"/> Design advertisements. <input type="checkbox"/> Bargain shop. <input type="checkbox"/> Give directions or tell where stores are located in a city. <input type="checkbox"/> Identify ways to get around a city. <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Stores <input type="checkbox"/> Clothing <input type="checkbox"/> Accessories <input type="checkbox"/> Clothing Material & Designs <input type="checkbox"/> Fashion Terms <input type="checkbox"/> Items sold at stores <input type="checkbox"/> COSTAR, COMPRAR, LLEVAR, VESTIRSE, PONERSE, TRAER, DISEÑAR, COCINAR, COMER, TOMAR, BEBER, COMPARTIR, VENDER, VENIR, ETC <input type="checkbox"/> ¿Cuánto cuesta? <input type="checkbox"/> Barato, Caro <input type="checkbox"/> Items associated with buying, selling <input type="checkbox"/> IR + A ...para... <input type="checkbox"/> ESTAR + prepositions to show location <input type="checkbox"/> Modes of Transportation

Sample Performance-Based Assessment(s)	Students will create a store in a city full of merchandise, prices, advertisements, etc. Students will include a simple written business plan. Students will shop at each other's stores; buying and selling items and even trying to bargain with the shop owners.
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GRADE 7 - UNIT TIMELINE/MAP

Unit	Anticipated Timeline
Mis Amigos y Yo	August - November
Una Semana en mi Vida	November - January
Comemos en un Restaurante	January - March
Vamos de Compras en la Ciudad	April - June

WORLD LANGUAGE DIFFERENTIATION STRATEGIES

- Units include presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address needs of at risk learners
- Provide student with open ended questions that stimulate higher order thinking
- Allow student to consider and express personal opinions
- Tiered Assignments
- Afford student with opportunities for independent projects based on the area of study and student's interests
- Have student share and express their thought process, conclusions and the reasoning that led to their conclusion
- Allows for extended time on homework and assessments as described in the student's plan
- Check for comprehension and understanding
- Highlight or underline key words
- Permit ample time for student to respond to questions
- Clearly define limits and expectations
- Encourage student to ask for needed assistance
- Preferential seating
- Repeating, clarifying or rewording directions
- Allow for alternate assessments
- Provide student with advanced notes
- Allow for extended time on homework and assessments.
- Teacher modeling of what is expected and necessary steps to complete task
- Provide simplified written and verbal instructions
- Permit ample time for student to respond to questions
- Allow use of eDictionary/Technology to look up unknown words

RELATED STANDARDS

➤ 9.2 Career Awareness, Exploration, Preparation, and Training

Core Idea	Performance Expectations
An individual's strengths, lifestyle goals, choices, and interests affect employment and income.	9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment advancement
There are a variety of resources available to help navigate the career planning process.	9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
Communication skills and responsible behaviour in addition to education, experience, certifications, and skills are all factors that affect employment and income.	9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
There are resources to help an individual create a business plan to start or expand a business.	9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.

➤ 9.4 Life Literacies and Key Skills

Core Idea	Performance Expectations
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity, and innovative thinking.	9.4.8.CI.2: Repurpose an existing resource in an innovative way 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries
Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as a proper interactions can protect online reputations.	9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.DC.5: Manage digital identify and practice positive online behavior to avoid inappropriate forms of self-disclosure 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
Awareness of and appreciation for cultural difference is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misinterpretation.	9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

There are ethical and unethical uses of information and media.	9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media 9.4.8.IML.10: Examine the consequences of the uses of media 9.4.8.IML.11: Predict the personal and community impact of online and social media activities
There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

New Jersey Student Learning Standards for English Language Arts

➤ *Companion Standards - Anchor Standards for Reading*

CPI #	Cumulative Progress Indicator (CPI)
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. R6.	Assess how point of view or purpose shapes the content and style of a text
NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

New Jersey Student Learning Standards for English Language Arts

➤ *Companion Standards - Anchor Standards for Writing*

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA. W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured sequences.
NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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. W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstration understanding of the subject under investigation.
NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade 8 Spanish

UNIT: **Festejemos**

Grade Level: 8

World Language, Spanish

Suggested Pacing: 1 MP

SUMMARY

In Unit 1, students will discover what it is like to attend Hispanic/Latin parties and celebrations. The unit focuses on many aspects of cultural festivals and holidays including the history of the events, their purpose, and how they are celebrated. Students will learn to extend/accept/ reject invitations, plan parties, engage in a telephone conversation in Spanish, and identify typical ethnic foods and clothing associated with celebrations. They become familiar with various Hispanic holidays including the quinceañera celebrated in the Latin American world. Finally, students are able to compare Hispanic/Latin celebrations with celebrations in the U.S. and in other countries/cultures.

STANDARDS

➤ New Jersey Student Learning Standards for World Language

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g. articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	<p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p> <p>7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</p>
Presentational communication involves presenting information,	7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	<p>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p> <p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</p>
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Intercultural Statements:

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
 - Topics for this unit may include: communities, fine and practical arts.
- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit may include: Community life in the target language regions of the world and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • How do celebrations differ around the world? • How are my family celebrations similar and different from families in Spanish-speaking countries? • Why do I celebrate? • How are invitations made and accepted? • Do celebrations reflect or shape culture? How and why?
Enduring Understandings	<ul style="list-style-type: none"> • Celebrations differ throughout the world. • History and traditions determine how people celebrate holidays and special events. • Types of celebrations and traditions reveal cultural perspectives of a society.
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe celebrations <input type="checkbox"/> Identify and describe party places <input type="checkbox"/> Describe the quinceañera celebration <input type="checkbox"/> Extend/accept/reject an invitation <input type="checkbox"/> Identify, describe, and sequence pre-and post-celebration activities <input type="checkbox"/> Politely command someone to help with party preparations <input type="checkbox"/> Describe what is going on "right now" in relation to celebrations <input type="checkbox"/> Ask for and give an opinion in relation to celebrations <input type="checkbox"/> Identify the main idea and supporting details in articles about festivals around the Spanish-speaking world <input type="checkbox"/> Explain the practices and perspectives of a quinceañera in the Latin American world <input type="checkbox"/> Compare and contrast traditions at home and abroad <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Names of celebrations, traditions, rituals and related vocabulary <input type="checkbox"/> Party places, preparation/clean-up activities

	<ul style="list-style-type: none"> <input type="checkbox"/> Celebration activities <input type="checkbox"/> Calendar expressions, dates, and numbers <input type="checkbox"/> Vocabulary related to buying and giving gifts <input type="checkbox"/> Types of music that may be linked to celebrations (mariachi vs. rock and roll band) <input type="checkbox"/> Expressions (with gustar and querer) and practices (phone calls, mail invitations) to invite someone to a party <input type="checkbox"/> Interrogative words to ask about party/celebration details <input type="checkbox"/> Types of excuses that people might use <input type="checkbox"/> Ways to accept an invitation <input type="checkbox"/> How to use "estar" and "tener" expressions to decline an invitation <input type="checkbox"/> How to ask for and offer help/opinions <input type="checkbox"/> Specific cultural celebrations and traditional events in the Spanish-speaking world <input type="checkbox"/> The present progressive tense to talk about ongoing events and activities (Estar + - ando/iendo) <input type="checkbox"/> Immediate future (ir + a + infinitive) to talk about what you will do related to a celebration <input type="checkbox"/> Sequencing words
Sample Performance-Based Assessment(s)	Students will plan a Quinceañera party by creating a trifold board that includes a party invitation, activities the guests are doing at the party, how the host will get ready for the party, and what the host is going to do after the party is over.

SUMMARY

In Unit 2, learners will be able to navigate successfully as a tourist in a foreign country. During the course of this unit, they prepare for experiences they will encounter when traveling abroad. They examine the layout of typical cities in Spanish-speaking countries; they learn to ask for and give detailed directions from place to place; they simulate ordering food and beverages in a café or restaurant; they scan advertisements for social activities and plan to attend some of the upcoming events with friends. Ultimately, they compare New York City with a Spanish-speaking city in order to understand similarities and differences between cultures.

STANDARDS**➤ New Jersey Student Learning Standards for World Language**

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g. articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	<p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p> <p>7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</p>
Presentation communication involves presenting information, concepts, and ideas to an audience of listeners or	<p>7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</p> <p>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p>

readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	<p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</p>
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Intercultural Statements:

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
 - Topics for this unit may include: Geography, climate, immigration, pastime activities and schedules
- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit may include: Community life in the target language regions of the world and in the students' own cultures and population trends in the target culture(s), the role of pastime activities on a person's future lifestyle.

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • Why travel? • Is a city a city or are Spanish-speaking cities unique?
Enduring Understandings	<ul style="list-style-type: none"> • They can navigate around a city in the Hispanic world, visit sites, get something to eat and drink without knowing all the words and expressions generally used by native speakers. • They can get the gist and details from advertisements, menus, brochures, and other documents in order to plan an itinerary. • Their language skills allow them to participate in another culture.
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk about social activities <input type="checkbox"/> Make phone calls <input type="checkbox"/> Extend, accept, refuse invitations and give reasons <input type="checkbox"/> Plan activities with friends <input type="checkbox"/> Navigate through the city; ask for and give directions <input type="checkbox"/> Order something to eat and drink in a restaurant <input type="checkbox"/> Identify and solve problems with food and service in a restaurant <input type="checkbox"/> Converse in a restaurant <input type="checkbox"/> Buy a train ticket <input type="checkbox"/> Navigate a typical train station <input type="checkbox"/> Tell what is happening / what someone is doing <input type="checkbox"/> Tell what self of others just did <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Land formations <input type="checkbox"/> Features and places of interest in a typical city <input type="checkbox"/> Activities to do in a city <input type="checkbox"/> Transportation <input type="checkbox"/> Food/restaurant <input type="checkbox"/> Utensils

	<input type="checkbox"/> Train station vocabulary <input type="checkbox"/> SER vs ESTAR <input type="checkbox"/> IR + A + infinitive <input type="checkbox"/> Present Progressive tense <input type="checkbox"/> Question words <input type="checkbox"/> Preposition & other direction vocabulary <input type="checkbox"/> Sequencing <input type="checkbox"/> PEDIR, SERVIR, TRAER <input type="checkbox"/> ACABAR DE + infinitive
Sample Performance-Based Assessment(s)	<p>Students will design a model city and present it to a city planning board at a council meeting. Students will identify what places are important to the city, what people do in the city, and how to get from place to place.</p>

SUMMARY

In Unit 3, students will travel to Spanish-speaking countries where they will immerse themselves in the target language and culture. Students will plan their trips from start to finish and learn all that goes into international travel planning. Students will build upon their vocabulary and grammar skills in order to communicate about what they did, do, are doing, and will do on their trips abroad. To expand students' understanding of environmental concerns, they explore problems that exist in the Spanish-speaking world. After examining threats to land, air, and water, they consider steps that people might take to mitigate the issues. Finally, they compare environmental threats that they face in the United States with those in Spanish-speaking areas of the world.

STANDARDS

➤ **New Jersey Student Learning Standards for World Language**

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g. articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	<p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p> <p>7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</p>
Presentational communication involves presenting information,	7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	<p>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p> <p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</p>
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Intercultural Statements:

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
 - Topics for this unit may include: geography, climate, immigration, pastime activities and schedules
- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit may include: geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • Why travel to Spanish-speaking countries? • How do I safely travel internationally? • How can I help preserve the environment? • Why is it important to help preserve the environment? • How can I help make the world a better place?
Enduring Understandings	<ul style="list-style-type: none"> • Tourism is an important part of the economy. • Visiting other countries and embracing other peoples traditions and cultures help make me a more worldly individual.
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the Spanish-speaking countries and capitals <input type="checkbox"/> Label the Spanish-speaking countries and capitals on a map <input type="checkbox"/> Discuss his/her travel preferences <input type="checkbox"/> Talk to a travel agent and book an international trip <input type="checkbox"/> Describe what self and others did, do, are doing, and will do on their vacation <input type="checkbox"/> Identify animals <input type="checkbox"/> Share ways to help protect the environment <input type="checkbox"/> Research people in other countries face & discover way to help solve these problems <input type="checkbox"/> Exchange money (currency exchange rates) <input type="checkbox"/> Help others stay safe in an airport and on an airplane <input type="checkbox"/> Pack appropriate clothing and accessories for a trip <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> QUERER, PREFERIR, PENSAR <input type="checkbox"/> Spanish-speaking Countries and Capitals <input type="checkbox"/> Travel Agent Vocabulary

	<input type="checkbox"/> Landforms <input type="checkbox"/> Activities people do on vacation <input type="checkbox"/> Commands (Formal & Informal) <input type="checkbox"/> Vocabulary to protect the environment <input type="checkbox"/> Airport vocabulary <input type="checkbox"/> TENER QUE + infinitives <input type="checkbox"/> Clothing <input type="checkbox"/> Seasons <input type="checkbox"/> Weather <input type="checkbox"/> Animals <input type="checkbox"/> Places to go while on vacation <input type="checkbox"/> Regular Preterite Tense Verbs
Sample Performance-Based Assessment(s)	<p>Student will create a blog documenting a trip to the Spanish-speaking country of his/her choice. Blog will include what the student did, is doing, and will do while on the trip. It will also invite students to participate in research to get a better understanding of the people and its culture. The student will have the option to create this blog digitally using several different applications.</p>

SUMMARY

In Unit 4, students will learn about staying healthy and fit. They will be able to go to a doctor's office and navigate health and emotional problems. Students will compare and contrast the ways in which both cultures approach daily routines, sports, nutrition, and fitness.

STANDARDS➤ **New Jersey Student Learning Standards for World Language**

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g. articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	<p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p> <p>7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</p>
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the	<p>7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</p> <p>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p> <p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>7.1.IL.PRSNT.5: Compare and contrast global issues facing the target</p>

proficiency continuum.	language regions of the world and those facing the students' own regions.
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Intercultural Statements:

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
 - Topics for this unit may include: pastime activities and schedules, wellness
- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit may include: the role of pastime activities on a person's future life style & wellness attitudes and beliefs in the target language regions of the world and in the students' own region

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • Why is it important to live a healthy lifestyle? • What roles do sports play in our society and in other cultures? • How does my daily routine help shape who I am? • How are my daily routines similar or different from teenagers in Spanish-speaking countries? • How do decisions I make affect my physical, mental, and social health? • How do sports reflect culture?
Enduring Understandings	<ul style="list-style-type: none"> • The amount of leisure time available and how it is spent varies among cultures. • Wellness practices may vary across cultures. • Health care systems vary from country to country. • Staying healthy and fit requires a balanced lifestyle. • The choices one makes about lifestyle (foods, stresses in one's life, sports played) make an impact on an individual's well-being. • Although sports have universal appeal, each country has its national favorite and that activity has a cultural connection.
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe healthy choices <input type="checkbox"/> Read about a nutrition label <input type="checkbox"/> Compare and contrast words for nutrition related phrases <input type="checkbox"/> Use email, a blog, or other digital tools to exchange information about nutritional needs <input type="checkbox"/> Ask and respond to questions regarding eating habits <input type="checkbox"/> Engage in conversations about staying healthy <input type="checkbox"/> Create and present a play, skit, poem, song, story, or report, about a trip to the doctors office <input type="checkbox"/> Compare and contrast, orally and in writing, various fad diets <input type="checkbox"/> Summarize ways in which a career in the health sciences would require proficiency in a second language <input type="checkbox"/> Talk about sports self and others play <input type="checkbox"/> Discuss how to be a successful athlete <input type="checkbox"/> Share self and others daily routines <input type="checkbox"/> Compare and contrast healthy vs unhealthy daily habits <input type="checkbox"/> Tell how self and others are feeling <input type="checkbox"/> Offer advice to patients who are feeling unhealthy

	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Comer, beber, ejercer, hacer <input type="checkbox"/> Nutritional terms <input type="checkbox"/> Foods <input type="checkbox"/> Medical terms <input type="checkbox"/> Body parts <input type="checkbox"/> Feelings and Emotions <input type="checkbox"/> Sports <input type="checkbox"/> Sports Equipment <input type="checkbox"/> Sports Terms <input type="checkbox"/> JUGAR A <input type="checkbox"/> Tener expressions <input type="checkbox"/> Indirect object pronoun phrases to explain ailments and illness – me duele, te duele <input type="checkbox"/> Daily Routines (reflexive verbs) <input type="checkbox"/> Regional health care – differences in the pharmaceutical industries US/Latin America/Spain
<p>Sample Performance-Based Assessment(s)</p>	<p>Students will participate in the Spanish ESPY awards, writing and delivering speeches about top athletes from around the world. Students will include the sport an athlete plays, what body parts & equipment are used to play these sports, explain the daily routine of a high performance athlete, & other ways athletes stay healthy.</p>

GRADE 8 - UNIT TIMELINE/MAP

Unit	Anticipated Timeline
Festejemos	August - November
Recorrer la Ciudad	November - January
A viajar	January - March
Cuerpo Sano, Mente Sana	April - June

WORLD LANGUAGE DIFFERENTIATION STRATEGIES

- Units include presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address needs of at risk learners
- Provide student with open ended questions that stimulate higher order thinking
- Allow student to consider and express personal opinions
- Tiered Assignments
- Afford student with opportunities for independent projects based on the area of study and student's interests
- Have student share and express their thought process, conclusions and the reasoning that led to their conclusion
- Allows for extended time on homework and assessments as described in the student's plan
- Check for comprehension and understanding
- Highlight or underline key words
- Permit ample time for student to respond to questions
- Clearly define limits and expectations
- Encourage student to ask for needed assistance
- Preferential seating
- Repeating, clarifying or rewording directions
- Allow for alternate assessments
- Provide student with advanced notes
- Allow for extended time on homework and assessments.
- Teacher modeling of what is expected and necessary steps to complete task
- Provide simplified written and verbal instructions
- Permit ample time for student to respond to questions
- Allow use of eDictionary/Technology to look up unknown words

RELATED STANDARDS

➤ 9.2 Career Awareness, Exploration, Preparation, and Training

Core Idea	Performance Expectations
An individual's strengths, lifestyle goals, choices, and interests affect employment and income.	9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment advancement
There are a variety of resources available to help navigate the career planning process.	9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
Communication skills and responsible behaviour in addition to education, experience, certifications, and skills are all factors that affect employment and income.	9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
There are resources to help an individual create a business plan to start or expand a business.	9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.

➤ 9.4 Life Literacies and Key Skills

Core Idea	Performance Expectations
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity, and innovative thinking.	9.4.8.CI.2: Repurpose an existing resource in an innovative way 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries
Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as a proper interactions can protect online reputations.	9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.DC.5: Manage digital identify and practice positive online behavior to avoid inappropriate forms of self-disclosure 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
Awareness of and appreciation for cultural difference is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misinterpretation.	9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

There are ethical and unethical uses of information and media.	9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media 9.4.8.IML.10: Examine the consequences of the uses of media 9.4.8.IML.11: Predict the personal and community impact of online and social media activities
There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

New Jersey Student Learning Standards for English Language Arts
➤ Companion Standards - Anchor Standards for Reading

CPI #	Cumulative Progress Indicator (CPI)
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. R6.	Assess how point of view or purpose shapes the content and style of a text
NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

New Jersey Student Learning Standards for English Language Arts
➤ Companion Standards - Anchor Standards for Writing

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA. W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured sequences.
NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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. W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstration understanding of the subject under investigation.
NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Spanish For Daily Use Grade 7

UNIT: **Yo soy Especial**
Grade Level: 7 Daily Use

World Language, Spanish
Suggested Pacing: 1 MP

SUMMARY

In Unit 1, students will describe themselves in the target languages giving detailed descriptions of their physical characteristics and personality traits. Students will share what they like and do not like to do in their free time and even share some of their favorites and least favorites. Students will remember to celebrate what makes a person special. Finally, students will compare and contrast themselves to teenagers in the target culture.

STANDARDS

➤ New Jersey Student Learning Standards for World Language

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>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.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p>
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>

Intercultural Statements:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
 - Topics for this unit might include: pets & preferences.

- Instruction may include authentic dances and songs.
- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit might include: Showing respect for other individuals in the target language societies and in the students' own culture.

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> ● What makes me special and unique? ● How do my interests help shape who I am? ● Why is it important to respect the similarities and differences of others? ● How are kids in the target culture similar and different to kids in my home culture?
Enduring Understandings	<ul style="list-style-type: none"> ● It is good to be your own person. ● We should always respect ourselves and others and appreciate other cultures as well as our own.
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Tell basic personal information about myself <input type="checkbox"/> Describe his/her physical characteristics. <input type="checkbox"/> Describe his/her personality traits. <input type="checkbox"/> Identify & describe body parts. <input type="checkbox"/> Tell what s/he likes and does not like to do. <input type="checkbox"/> Tell how s/he is feeling. <input type="checkbox"/> Tell about my favorite and least favorite things. <input type="checkbox"/> Tell what I wear in different seasons of the year. <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> "Yo" form of SER, TENER, ESTAR, QUERER, PREFERIR <input type="checkbox"/> Age, Year s/he was born <input type="checkbox"/> Birthday <input type="checkbox"/> Origin <input type="checkbox"/> Numbers to 1,000 <input type="checkbox"/> Phone number <input type="checkbox"/> email <input type="checkbox"/> Adjectives to Describe Physical Characteristics <input type="checkbox"/> Adjectives to Describe Personality Traits <input type="checkbox"/> Feelings <input type="checkbox"/> Articles of clothing <input type="checkbox"/> Mi...(menos) favorito/a es... <input type="checkbox"/> Colors <input type="checkbox"/> Seasons, weather, calendar <input type="checkbox"/> Simple family members & pets <input type="checkbox"/> Basic Noun / Adjective Agreement <input type="checkbox"/> "Me gusta / No Me gusta" to Tell Likes and Dislikes <input type="checkbox"/> Pastimes and Other Activities <input type="checkbox"/> Body Parts
Sample Performance-Based Assessment(s)	<p>Students will create a dressed up "paper doll" of him/herself. The doll will be accompanied by a guided paragraph in which the student can describe his/herself; telling basic personal information, characteristics, & favorites.</p>

SUMMARY

In Unit 2, will explore activities s/he does in his/her free time throughout different seasons of the year. Students will begin to talk about what s/he does; conjugating verbs in the present tense “yo form.” This unit will have students exploring cultural music, art, sports, and other forms of entertainment. Students will begin learning how to make plans with friends.

STANDARDS**➤ New Jersey Student Learning Standards for World Language**

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>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.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p>
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>

Intercultural Statements:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
 - Topics for this unit might include: routines, weather
 - Instruction may include authentic dances and songs.
- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit might include: similarities and differences of routines and

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • What do I do in my free time? • How does what I do in my spare time help me make friendships? • What do teenagers in Spanish-speaking countries do in their spare time? How is it similar or different to what I do? • What factors into the amount of time kids have to do activities they enjoy?
Enduring Understandings	<ul style="list-style-type: none"> • Spare time activities vary for kids around the world. • Sports, Music, and Art are a huge part of cultural education. • In order to decide what activities I enjoy, I need to try new things.
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk about what s/he likes/does not like to do in his/her free time. <input type="checkbox"/> Talk about what s/he does in his/her free time. <input type="checkbox"/> Tell how often s/he participates in activities. <input type="checkbox"/> Tell what sports s/he plays. <input type="checkbox"/> Make afterschool, evening, and weekend plans. <input type="checkbox"/> State wants and preferences. <input type="checkbox"/> Listen to different types of music & identify some musical instruments. <input type="checkbox"/> Create pieces of art that are similar to the famous work of notable Hispanic Artists. <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Me gusta / Te Gusta with nouns and infinitives <input type="checkbox"/> Pastimes <input type="checkbox"/> Sports <input type="checkbox"/> Types of music, art, and entertainment <input type="checkbox"/> Some musical instruments <input type="checkbox"/> Seasons, weather <input type="checkbox"/> Days of the Week, Calendar <input type="checkbox"/> Basic time <input type="checkbox"/> In the morning, in the afternoon, in the evening <input type="checkbox"/> After school, on the weekends, during the week <input type="checkbox"/> Yo and Tú forms of QUERER, PREFERIR <input type="checkbox"/> Question words <input type="checkbox"/> Siempre, A veces, Nunca <input type="checkbox"/> Cuando, en, y, también
Sample Performance-Based Assessment(s)	<p>Students will create a poster that shows what s/he does in his/her free time during different times of the year. They will also interview classmates to see if others have the same preferences as they do. Students will graph and present the results in a memorized presentation.</p>

Spanish For Daily Use Grade 8

UNIT: **En la Escuela**

Grade Level: 8 Daily Use

World Language, Spanish

Suggested Pacing: 1 MP

SUMMARY

In Unit 3, students share what it is like to be a middle school student; talking about classes, teachers, school supplies, and even habits of a good student. Students learn to help new students by helping them learn the building; including important people and places. Finally, students research the similarities and differences between schools in Spanish-speaking countries vs. schools in the United States.

STANDARDS

➤ New Jersey Student Learning Standards for World Language

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the</p>

readers on a variety of topics.	home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
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Intercultural Statements:

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
 - Topics for this unit may include: school communities & technology
- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit may include: changes to human life because of technology, school expectations in TL societies vs. students' own region

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • School is a privilege for many people. • My school provides me with many opportunities that will aide in my future endeavors. • School experiences may vary from culture to culture but they also have many similarities
Enduring Understandings	<ul style="list-style-type: none"> • What is it like to be a middle school student? • Do I enjoy going to school? Why or why not? • How do my actions and decisions affect my success in school? • Is my school experience the same as that of students in the Spanish-speaking world? If so, how? If not, why not?
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify classes, school supplies, staff members, and important places in a school building. <input type="checkbox"/> Discuss class expectations and give advice on how to succeed in academics. <input type="checkbox"/> Give & respond to basic classroom commands. <input type="checkbox"/> Ask the teacher classroom procedural questions. <input type="checkbox"/> Tell where places are located in the school building. <input type="checkbox"/> Describe and compare people, classes, and activities in school <input type="checkbox"/> Talk about good school and study habits. <input type="checkbox"/> Decipher a school schedule from a target language country and compare that schedule with a typical schedule for a U.S. student. <input type="checkbox"/> Role-play situations between parents and students, teachers and students, students with classmates. <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Names of people, classes, places things in school setting <input type="checkbox"/> Comparative and superlative forms and uses <input type="checkbox"/> Basic uses of SER and ESTAR for descriptions and locations <input type="checkbox"/> Telling time <input type="checkbox"/> A veces, siempre, a menudo, nunca <input type="checkbox"/> NECESITAR

	<input type="checkbox"/> Present tense of commonly used regular verbs <input type="checkbox"/> Present tense of IR <input type="checkbox"/> IR + A... para... <input type="checkbox"/> TENER QUE + infinitive <input type="checkbox"/> Expressions for giving advice; deber, deberias, para +infinitive
Sample Performance-Based Assessment(s)	Students will "present at a BOE meeting" why they are selected as student of the month. In the presentation students will share their favorite subject & teacher while sharing their habits and qualities that make them a successful student at MTMS.

SUMMARY

In Unit 4, students will discover what it is like to dine in a restaurant, order food in a market, and find out how much things cost in a Spanish-speaking country. Students will compare and contrast cultural foods and meal times in the United States and Spanish-speaking countries.

STANDARDS

➤ **New Jersey Student Learning Standards for World Language**

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate,</p>

culturally authentic materials orally or in writing.
 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Intercultural Statements:

- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
 - Topics for this unit may include: geography/climate as it relates to regional foods
- Learners recognize and identify a few typical practices of the target culture.
 - Topics for this unit may include: geography/climate as it relates to foods and restaurants, behavior expectations

INSTRUCTIONAL FOCUS

Essential Questions	<ul style="list-style-type: none"> • How do the restaurants reflect life in Latin American society? Why is it important in understanding the people and their values? • How are my meals similar or different to those in Spanish-speaking countries? • How are the foods in my culture the same or different from those in Spanish-speaking countries?
Enduring Understandings	<ul style="list-style-type: none"> • Mealtimes and traditions differ between Latin American and North American cultures and, at the same time, impart important information about the people and their perspectives.
Unit Outcomes	<p><i>The learner will be able to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify meals and foods/beverages. <input type="checkbox"/> Compare and contrast meals in Spanish-speaking countries and in the US. <input type="checkbox"/> Tell how things taste & express likes and dislikes. <input type="checkbox"/> Order in a restaurant & in a marketplace. <input type="checkbox"/> Use proper etiquette at a restaurant. <input type="checkbox"/> Dine on a budget. <input type="checkbox"/> Explore exchange rates. <input type="checkbox"/> Set a table. <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Foods <input type="checkbox"/> Drinks <input type="checkbox"/> Tastes <input type="checkbox"/> Me Gusta / No me gusta <input type="checkbox"/> Utensils <input type="checkbox"/> COSTAR <input type="checkbox"/> Introduction to exchange rates <input type="checkbox"/> PEDIR, SERVIR, QUERER, PREFERIR
Sample Performance-Based Assessment(s)	<p>Students will create a replica food stand in a market place. Students will research what foods would be sold, how much they would cost and then try to sell these items to classmates using basic questions and simple sentences to maintain target language dialogue.</p>

7 & 8 DAILY USE - UNIT TIMELINE/MAP

Unit	Anticipated Timeline
Yo Soy Especial	Grade 7, August - January
En mi Tiempo Libre	Grade 7, January - June
En la Escuela	Grade 8, August - January
Me Gusta Comer	Grade 8, January - June

WORLD LANGUAGE DIFFERENTIATION STRATEGIES

- Units include presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address needs of at risk learners
- Provide student with open ended questions that stimulate higher order thinking
- Allow student to consider and express personal opinions
- Tiered Assignments
- Afford student with opportunities for independent projects based on the area of study and student's interests
- Have student share and express their thought process, conclusions and the reasoning that led to their conclusion
- Allows for extended time on homework and assessments as described in the student's plan
- Check for comprehension and understanding
- Highlight or underline key words
- Permit ample time for student to respond to questions
- Clearly define limits and expectations
- Encourage student to ask for needed assistance
- Preferential seating
- Repeating, clarifying or rewording directions
- Allow for alternate assessments
- Provide student with advanced notes
- Allow for extended time on homework and assessments.
- Teacher modeling of what is expected and necessary steps to complete task
- Provide simplified written and verbal instructions
- Permit ample time for student to respond to questions
- Allow use of eDictionary/Technology to look up unknown words

OTHER RELATED STANDARDS

➤ 9.2 Career Awareness, Exploration, Preparation, and Training

Core Idea	Performance Expectations
An individual's strengths, lifestyle goals, choices, and interests affect employment and income.	9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment advancement
There are a variety of resources available to help navigate the career planning process.	9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
Communication skills and responsible behaviour in addition to education, experience, certifications, and skills are all factors that affect employment and income.	9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
There are resources to help an individual create a business plan to start or expand a business.	9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.

➤ 9.4 Life Literacies and Key Skills

Core Idea	Performance Expectations
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity, and innovative thinking.	9.4.8.CI.2: Repurpose an existing resource in an innovative way 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries
Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as a proper interactions can protect online reputations.	9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.DC.5: Manage digital identify and practice positive online behavior to avoid inappropriate forms of self-disclosure 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
Awareness of and appreciation for cultural difference is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or	9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

misinterpretation.	
There are ethical and unethical uses of information and media.	9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media 9.4.8.IML.10: Examine the consequences of the uses of media 9.4.8.IML.11: Predict the personal and community impact of online and social media activities
There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

New Jersey Student Learning Standards for English Language Arts

➤ *Companion Standards - Anchor Standards for Reading*

CPI #	Cumulative Progress Indicator (CPI)
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. R6.	Assess how point of view or purpose shapes the content and style of a text
NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

New Jersey Student Learning Standards for English Language Arts

➤ *Companion Standards - Anchor Standards for Writing*

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA. W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured sequences.
NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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. W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstration understanding of the subject under investigation.
NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.