

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey 07003

Curriculum Guide
Spanish
Grade 7

Prepared by:

Flor Pagano, Reyna Lopez, Maria Priore

Salvatore Goncalves, Superintendent of Schools

Elizabeth Petrangeli, Supervisor of Foreign Language, Science & Social Science

**Conforms to New Jersey Core Curriculum Content Standards and National Common
Core Standards**

Board Approved: September 8, 2015

Seventh Grade Spanish (Grade 7)

Introduction: The Seventh Grade Spanish course is a requirement for all students in the State of New Jersey and Bloomfield Middle School. The course is typically taught to 7th grade students over the course of one year.

The 7th grade Spanish Program builds on the sixth grade program for those students with exposure to Spanish. Students will continue to broaden and improve their vocabulary and grammar base through aural/oral and written practice. They will continue to examine the culture of the Spanish-speaking world. This curriculum is aligned with both the 2014 New Jersey Core Curriculum Content Standards and the Common Core State Standards for English Language Arts. The document specifically cross-references the four 21st Century themes and primary inter-disciplinary connections.

This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year.

Mapping/Sequence: The curriculum is written following the parameters of Understanding by Design. The document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. Each unit also stipulates both required and suggested activities and assessments. Teachers are expected to design lessons that will meet the requirements within this curriculum; however, there is flexibility in how they choose to meet these demands.

Pacing: The Seventh Grade Spanish curriculum is divided into four units. Each unit provides a time frame that averages six weeks in length.

Resources: Electronic and text resources are listed in each unit. Teachers will be able to access the curriculum document on the district website.

Textbook: Paso a Paso, Level A Textbook & Workbook: Prentice Hall
Spanish is Fun Book A Workbook: AMSCO

Established Goals: New Jersey Core Curriculum Content Standards

<http://www.state.nj.us/education/cccs/2014/wl/>

<http://www.corestandards.org/the-standards/english-language-arts-standards>

Overarching Understandings:

1. Effective communication requires knowing how, when, and why to say something to someone.
2. An ability to communicate in another language fosters an appreciation of cultural similarities and differences and an understanding of my place in the world.
3. Learning other languages and exploring their cultures enables an individual to interact within our global community and beyond the classroom Skills acquired in one language support, reinforce, and develop skills in other languages and disciplines.

Course Name	World Languages/Spanish	Grade Level	7
Unit #, Title	Culture of Mexico, Caribbean and Central America.	Time Frame	On-Going
Standards			
<p>Content: NJ STANDARD 7.1 (COMMUNICATION) All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own and participate in home and global communities.</p> <p>STRAND A – Interpretive Mode of communication: Students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches.</p> <p>Interpretive Mode:</p> <p>7.1.NM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3: Recognize a few common gestures and cultural practices associated with the target culture.</p> <p>7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5: Demonstrate comprehension of brief oral and written messages using age-level appropriate culturally authentic materials on familiar topics.</p> <p>STRAND B – Interpersonal Mode: Students engage in direct oral and/or written communication with others. Examples of this “two-way communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.</p> <p>Interpersonal Mode:</p> <p>7.1.NM.B.1: Use digital tools to exchange basic information at the memorized word/phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave takings, and daily interactions.</p> <p>7.1.NM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>			

7.1.NM.B.5: Exchange information using words, phrases and short sentences practiced in the classroom on familiar topics or on topics studied in other content areas.

STRAND C – Presentational Mode: Students present orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast and writing an article for a newspaper

Presentational Mode:

7.1.NM.C.1: Use basic information at the memorized word/phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2: Imitate, Recite, and/or Dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3: Copy/Write words, phrases, or simple guided texts on familiar topics and themes.

7.1.NM.C.4: Present information from age-appropriate level culturally authentic materials orally or in writing.

7.1.NM.C.5: Name and label tangible cultural products and imitate cultural practices from the target culture.

NJ STANDARD 7.2 (CULTURE) All Students Will Be Able To Demonstrate An Understanding Of The Interrelationship Between Language And Culture For At Least One World Language In Addition To English: The acquisition of another language focuses attention on how language and culture interacts. This interaction helps students reflect on cultural patterns and thus gain insight into their own language and culture. Exploration of a new culture helps students to frame issues about their own world view while investigating another. Comparing and contrasting languages and cultures promotes cross-cultural discourse and understanding which are at the heart of the humanities.

STRAND A - Interpretive Mode

1. Identify daily practice of people in the target language
2. Identify distinctive cultural products of the target language.

STRAND B – Interpersonal Mode

1. Imitate culturally appropriate etiquette in verbal and nonverbal communications during greetings, leave-takings, and daily classroom interactions.
2. Participate in a variety of oral and/or written activities after listening to age appropriate, culturally authentic selections.

STRAND C- Presentational Mode

1. Reproduce a variety of tangible products typical of the target culture.
2. Identify and reproduce expressive products typical of the target culture.
3. Participate in age-appropriate activities related to special events celebrated in the target cultures.

Technology: Standards by 8th Grade 8.1

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.2 Plan and create a simple database, define fields, input data, and produce a report using sort and query.

8.1.8.A.3 Create a multimedia presentation including sound and images.

8.1.8.A.4 Create a spreadsheet to calculate, graph, and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety

Career: Standards by 8th Grade

9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem solving skills.

9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.

9.1.8.C.1 Determine an individual's responsibilities for personal actions and contributions to group activities.

Common Core:

(IN THE TARGET LANGUAGE)

CCSS.ELA-Literacy.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.1.1.b

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-Literacy.SL.1.1.c

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-Literacy.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCSS.ELA-Literacy.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-Literacy.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-Literacy.SL.1.6

Produce complete sentences when appropriate to task and situation.

CCSS.ELA-Literacy.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.3

Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-Literacy.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-Literacy.RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA-Literacy.RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS.ELA-Literacy.RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-Literacy.RI.1.10

With prompting and support, read informational texts appropriately complex for grade 1.

CCSS.ELA-Literacy.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-Literacy.W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can I demonstrate my understanding of vocabulary? • How can comparing and contrasting similarities and differences between two different languages help me? • Why is there more than one way to express the same thing? • What are the advantages of learning a foreign language? • What can I do when I don't understand? • Why is using body language important for communication? 	<ul style="list-style-type: none"> • Communicating in another language is essential to gaining knowledge of one's own cultural practices and traditions. • Grammatical similarities and differences of two or more languages help them better understand their own. • Comprehension is easier by noting the similarities between two languages. • Utilize prior learning by making connections and "bridges" in order to help them use and understand newly acquired vocabulary. • The meaning of unfamiliar words can be derived from context clues and looking for cognates will greatly improve their understanding.
Content Vocabulary	Academic Vocabulary
<p>Culture definition Cognates Holidays: Day of the Dead Christmas/the kings day Social life Food (tacos de Guatemala) Music Professions (pintor, escritor, etc.) Art: Murales de Diego Rivera/Poema: Verde azul Frida Khalo Literature: José Martí Colors and shapes Traditions</p>	<p>Subject Pronouns Conjugation Verbs Infinitives Present/Past Nouns Adjectives Masculine/Feminine Agreement Singular/Plural Possessive Adjectives Definite Articles Indefinite Articles Cognates</p>

Objectives Content/Skill	Strategies/Tasks	Assessment(s)
<p>I can define/describe what makes up culture.</p> <p>I can identify cognates</p> <p>I can understand why, how, when and where the Day of the Dead is celebrated.</p> <p>I can differentiate between nouns and verbs: I will be able to identify and understand the concept of gender and number agreement.</p> <p>I can discuss my preferred activities in Spanish.</p> <p>I can describe and talk about Spanish speaking Icons.</p> <p>I can describe different occupations in Spanish.</p> <p>I can synthesize daily activities through literature and art.</p> <p>I will develop an understanding of cultures through poetry, short films and murals.</p> <p>I can understand the various classifications of verbs (-ar, -er, -ir) and how to differentiate the conjugation in the past tense.</p>	<p>Pair share list of what makes up a culture</p> <p>Group and pair conversations in Spanish.</p> <p>Use structures/phrases through a personal interaction with the students in Spanish.</p> <p>Recreate an altar for the Day of the Dead</p> <p>Compare and contrast Christmas in the United States and Mexico.</p> <p>Read icons biography and students write their own autobiography.</p> <p>Describe and discuss different occupations in their community.</p> <p>Respond to Who, What, When, Where questions using a painting.</p> <p>Discuss and compare family values in the Spanish speaking countries and their community.</p> <p>Identify cultural elements in a poem.</p> <p>Design and present a flag that represent the population in your classroom.</p> <p>Design and create a Pictionary with new</p>	<p>Formative:</p> <p>Lap Boards</p> <p>Question and Answer</p> <p>Respond to Commands</p> <p>Instructional Games</p> <p>Teacher Observation</p> <p>Discussion</p> <p>Skits using rubric.</p> <p>Do Now</p> <p>Summative:</p> <p>Class Participation</p> <p>Homework</p> <p>Notebook</p> <p>Quizzes</p> <p>Tests</p> <p>Projects</p> <p>Written/Oral Presentations</p> <p>Creating a Voki.</p>

<p>I can talk about my favorite foods, activities, movies, artists, etc.</p> <p>I can identify and discuss peoples and items in an authentic painting.</p> <p>I can sing a song related to the Day of the Dead (Vamos a Morir).</p> <p>I can read a short poem and translate it</p> <p>I can discuss the symbolism in a flag.</p>	<p>words acquired in the culture unit.</p> <p>Discuss cultural videos.</p>	
---	--	--

Resources

Online quizzes

https://prezi.com/vqvp4drtd_kg/pobre-ana/
www.quizlet.com

Classroom Practice

www.kahoot.com<https://esp.brainpop.com/espanol/seeall/>
<http://www.learner.org>
www.zacharyjones.com

Students research

<http://www.pablocicasso.org>
https://www.youtube.com/watch?v=wEKLEeY_WeQ&index=5&list=PLFKsveOnnp2hhxk1Vr-J1n1baNZO-Z6II
<http://formespa.rediris.es>
<http://www.buscapoemas.net/>

Reinforcement for Grammatical points

<http://studyspanish.com/tutorial.htm>
http://www.metro.inter.edu/facultad/esthumanisticos/crem_docs/reglas_de_acentuacin_bsica.pdf
<http://lteacherstoolbox.blogspot.com/search/label/Spanish%20Culture>
<http://aprenderespanol.org/lecturas/cuentos-breves-fabulas.html>
<http://me-vuelve-loco.blogspot.com/p/6-videos-en-linea-para-la-clase.html>

Video clips for Holidays

<https://www.youtube.com/watch?v=RE9pw78hPDU>
<https://www.youtube.com/watch?v=jCQnUuq-TEE>
<https://www.youtube.com/watch?v=TCrvOi-rOa4>

Students project (avatar).

www.Voki.com

Course Name	World Languages/Spanish	Grade Level	7
Unit #, Title	PQA (Personal Question & Answer)	Time Frame	On-Going
Standards			
<p>Content: NJ STANDARD 7.1 (COMMUNICATION) All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own and participate in home and global communities.</p> <p>STRAND A – Interpretive Mode of communication: Students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches.</p> <p>Interpretive Mode:</p> <p>7.1.NM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3: Recognize a few common gestures and cultural practices associated with the target culture.</p> <p>7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5: Demonstrate comprehension of brief oral and written messages using age-level appropriate culturally authentic materials on familiar topics.</p> <p>STRAND B – Interpersonal Mode: Students engage in direct oral and/or written communication with others. Examples of this “two-way communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.</p> <p>Interpersonal Mode:</p> <p>7.1.NM.B.1: Use digital tools to exchange basic information at the memorized word/phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave takings, and daily interactions.</p> <p>7.1.NM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5: Exchange information using words, phrases and short sentences practiced in the classroom on familiar topics or on topics studied in other content areas.</p>			

STRAND C – Presentational Mode: Students present orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast and writing an article for a newspaper

Presentational Mode:

7.1.NM.C.1: Use basic information at the memorized word/phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2: Imitate, Recite, and/or Dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3: Copy/Write words, phrases, or simple guided texts on familiar topics and themes.

7.1.NM.C.4: Present information from age-appropriate level culturally authentic materials orally or in writing.

7.1.NM.C.5: Name and label tangible cultural products and imitate cultural practices from the target culture.

NJ STANDARD 7.2 (CULTURE) All Students Will Be Able To Demonstrate An Understanding Of The Interrelationship Between Language And Culture For At Least One World Language In Addition To English: The acquisition of another language focuses attention on how language and culture interacts. This interaction helps students reflect on cultural patterns and thus gain insight into their own language and culture. Exploration of a new culture helps students to frame issues about their own world view while investigating another. Comparing and contrasting languages and cultures promotes cross-cultural discourse and understanding which are at the heart of the humanities.

STRAND A - Interpretive Mode

1. Identify daily practice of people in the target language
2. Identify distinctive cultural products of the target language.

STRAND B – Interpersonal Mode

1. Imitate culturally appropriate etiquette in verbal and nonverbal communications during greetings, leave-takings, and daily classroom interactions.
2. Participate in a variety of oral and/or written activities after listening to age appropriate, culturally authentic selections.

STRAND C- Presentational Mode

1. Reproduce a variety of tangible products typical of the target culture.
2. Identify and reproduce expressive products typical of the target culture.
3. Participate in age-appropriate activities related to special events celebrated in the target cultures.

Technology: Standards by 8th Grade 8.1

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.2 Plan and create a simple database, define fields, input data, and produce a report using sort and query.

8.1.8.A.3 Create a multimedia presentation including sound and images.

8.1.8.A.4 Create a spreadsheet to calculate, graph, and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety

Career: Standards by 8th Grade

9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem solving skills.

9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.

9.1.8.C.1 Determine an individual's responsibilities for personal actions and contributions to group activities.

Common Core:

(IN THE TARGET LANGUAGE)

CCSS.ELA-Literacy.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.1.1.b

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-Literacy.SL.1.1.c

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-Literacy.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCSS.ELA-Literacy.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-Literacy.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-Literacy.SL.1.6

Produce complete sentences when appropriate to task and situation.

CCSS.ELA-Literacy.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.3

Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-Literacy.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-Literacy.RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA-Literacy.RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS.ELA-Literacy.RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-Literacy.RI.1.10

With prompting and support, read informational texts appropriately complex for grade 1.

CCSS.ELA-Literacy.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-Literacy.W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can I demonstrate my understanding of vocabulary? • How can comparing and contrasting similarities and differences between two different languages help me? • Why is there more than one way to express the same thing? • What are the advantages of learning a foreign language? • What can I do when I don't understand? • Why is using body language important for communication? 	<ul style="list-style-type: none"> • Communicating in another language is essential to gaining knowledge of one's own cultural practices and traditions. • Grammatical similarities and differences of two or more languages help them better understand their own. • Comprehension is easier by noting the similarities between two languages. • Utilize prior learning by making connections and "bridges" in order to help them use and understand newly acquired vocabulary. • The meaning of unfamiliar words can be derived from context clues and looking for cognates will greatly improve their understanding.
Content Vocabulary	Academic Vocabulary
<p>Alphabet Classroom Requests and Commands Greetings TPR Vocabulary (Most Commonly Used Words and Phrases) Greetings Days/Months of the Year Seasons of the Year Weather Expressions Numbers Time Feelings/Emotions Places School Supplies School Subjects Activities Adjectives Family Members Clothing Colors Question Words</p>	<p>Subject Pronouns Conjugation Verbs Infinitives Present/Past/Future (To Be only) Nouns Adjectives Masculine/Feminine Agreement Singular/Plural Possessive Adjectives Definite Articles Indefinite Articles Cognates</p>

Most Commonly Used Verbs

To Be (2)

To Have

To Like

To Want

To Eat

To Drink

To Think/Believe

To Do

To Live

To Need

To Play

Can/Be Able To

To Go

To Practice

Possessive Adjectives

Cognates

Rejoinders

Subject Pronouns

Foods

Exclamations such as Awesome, Fantastic, Ridiculous,
Magnificent, Horrible, What a shame! etc.

Character Traits

Physical Traits

Objectives Content/Skill	Strategies/Tasks	Assessment(s)
<p>I can respond to Yes/No, Either/Or questions.</p> <p>I can respond to Who, What, When, Where, How, How Much/Many, questions.</p> <p>I can say hello and goodbye.</p> <p>I can say where I'm going and where I went.</p> <p>I can spell my name.</p> <p>I can introduce myself by stating name, age, where I'm from, where I live, my address, and phone number.</p> <p>I can introduce others.</p> <p>I can express positive reactions such as "Great!" or "What a shame!" when appropriate.</p> <p>I can describe myself and others (friends and family).</p> <p>I can give times, dates, and weather information.</p> <p>I can talk about what I like or don't like to do.</p>	<p>Introduce structures/phrases through TPR and Personalized Questions and Answers (PQA)</p> <p>Translate the structures/phrases</p> <p>Word association games, visual cues.</p> <p>Maintain a collaborative class discussion through Teaching Proficiency Through Reading and Stories *(TPRS) and Comprehensible Input (CI). Teacher asks personalized questions to an individual student depending on their likes, dislikes, hobbies, clubs, favorite movies, books, games, places to go, etc. their family members, their friends.</p> <p>Embellish the structures/phrases via a personal interaction with the students in the TL.</p> <p>Re-state one-on-one student responses to the class asking Who, What, When, Where, How, How Much/Many, Why, Yes/No, Either/Or, True/False in order to get as many repetitions as possible and to establish and internalize meaning.</p> <p>Engage the students to talk about themselves in order to provide and reinforce interesting and relevant</p>	<p>Formative: Lap Boards Question and Answer Respond to Commands Instructional Games Teacher Observation Discussion</p> <p>Summative: Respond to Commands Role-play a given situation Respond orally Respond to visual cues Notebook Class Participation Homework Quizzes Tests Projects Written/Oral Presentations</p>

<p>I can talk about my favorite foods, books, movies, classes, hobbies.</p> <p>I can list my family members, their names, ages, their relationship to me, their physical and character traits, and what they like, or don't like to do.</p> <p>I can accept or reject an invitation and give a reason why.</p> <p>I can identify, talk about and describe people or things in a picture.</p> <p>I can count from 1 – 1,000</p> <p>I can describe where I live.</p> <p>I can sing a short song.</p> <p>I can recite a nursery rhyme.</p> <p>I can list my classes and tell what time they begin and end.</p> <p>I can write something I hear.</p> <p>I can match pictures to written or spoken words.</p>	<p>vocabulary.</p> <p>Engage students to respond to Who, What, When, Where, Who, With whom, At what time.</p> <p>Change variables in order to provide more repetitions.</p> <p>Write new vocabulary on board to provide a visual clue and facilitate auditory learning.</p> <p>Ask a volunteer to re-state, re-tell the "story" created using written vocabulary on board as a guide.</p> <p>Copy/Label Vocabulary</p> <p>Provide written/final "story" as a form of reinforcement of previous day's vocabulary. Translate, orally, assess.</p> <p>Dictation.</p>	
--	---	--

Resources

TPRS/CI Support, Training, Strategies, Techniques, Newsletters, Lesson Plans, Research Articles, Free Resources

www.blaineraytprs.com

<http://www.sdkrashen.com/articles.php?cat=6>

www.benslavic.com

www.teachforjune.com

<http://www.brycehedstrom.com/>

<https://mrpeto.wordpress.com/>

<http://miracanion.com/>

<http://leoxicon.blogspot.com/>

<https://quecheveredelima.wordpress.com/tag/body-parts/>

http://tprsteacher.com/?subscribe=success#blog_subscription-2

<http://aprendemosjuntos.weebly.com/>

http://www.charoylee.com/Charo_y_Lee/Resources.html

<https://tprsquestionsandanswers.wordpress.com/2015/01/23/what-does-t-p-r-s-goddess-laurie-clarq-say-about-circling/>

LISTENING ACTIVITIES

<http://musicalibre.com.co/>

<http://spanishlistening.org/>

<http://www.abc.com.py/edicion-impresa/locales/lectura-vital-para-aprender-idiomias-1281663.html>

<http://audiria.com/index.php>

www.senorwooly.com

READING ACTIVITIES, REINFORCEMENT

<http://news.yahoo.com/photos/photos-of-the-day-september-12-2014-slideshow/photos-of-the-day-september-12-2014-photo-1410552895627.html> (Picture Prompts)

<http://www.zona33preescolar.com/cuentos-en-powerpoint/>

<http://gringoespanol.com/quickies/adjectives/>

<https://bingobaker.com/account/login/>

TECHNOLOGY

<http://online-voice-recorder.com/>

<http://video.wgby.org/video/2365360694/>

<http://www.contadordepalabras.com/>

https://www.youtube.com/results?search_query=sesame+street+in+spanish

www.textivate.com

www.quizlet.com

www.MakeBeliefsComix.com

CULTURAL VIDEOS

<http://www.rtve.es/alacarta/videos/fronteras-al-limite/fronteras-limite-frontera-bestia/3126663/>

<http://www.abc.com.py/edicion-impresa/locales/lectura-vital-para-aprender-idiommas-1281663.html>

Course Name	World Languages/Spanish	Grade Level	7
Unit #, Title	Readers: Berto y sus buenas ideas and Carl no quiere ir a México	Time Frame	12 Weeks
Standards			
<p>Content: NJ STANDARD 7.1 (COMMUNICATION) All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own and participate in home and global communities. STRAND A – Interpretive Mode of communication: Students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Interpretive Mode: 7.1.NM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.3: Recognize a few common gestures and cultural practices associated with the target culture. 7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5: Demonstrate comprehension of brief oral and written messages using age-level appropriate culturally authentic materials on familiar topics. STRAND B – Interpersonal Mode: Students engage in direct oral and/or written communication with others. Examples of this “two-way communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. Interpersonal Mode: 7.1.NM.B.1: Use digital tools to exchange basic information at the memorized word/phrase level related to self and targeted themes. 7.1.NM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave takings, and daily interactions. 7.1.NM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5: Exchange information using words, phrases and short sentences practiced in the classroom on familiar topics or on topics studied in other content areas.</p>			

STRAND C – Presentational Mode: Students present orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast and writing an article for a newspaper

Presentational Mode:

7.1.NM.C.1: Use basic information at the memorized word/phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2: Imitate, Recite, and/or Dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3: Copy/Write words, phrases, or simple guided texts on familiar topics and themes.

7.1.NM.C.4: Present information from age-appropriate level culturally authentic materials orally or in writing.

7.1.NM.C.5: Name and label tangible cultural products and imitate cultural practices from the target culture.

NJ STANDARD 7.2 (CULTURE) All Students Will Be Able To Demonstrate An Understanding Of The Interrelationship Between Language And Culture For At Least One World Language In Addition To English: The acquisition of another language focuses attention on how language and culture interacts. This interaction helps students reflect on cultural patterns and thus gain insight into their own language and culture. Exploration of a new culture helps students to frame issues about their own world view while investigating another. Comparing and contrasting languages and cultures promotes cross-cultural discourse and understanding which are at the heart of the humanities.

STRAND A - Interpretive Mode

1. Identify daily practice of people in the target language
2. Identify distinctive cultural products of the target language.

STRAND B – Interpersonal Mode

1. Imitate culturally appropriate etiquette in verbal and nonverbal communications during greetings, leave-takings, and daily classroom interactions.
2. Participate in a variety of oral and/or written activities after listening to age appropriate, culturally authentic selections.

STRAND C- Presentational Mode

1. Reproduce a variety of tangible products typical of the target culture.
2. Identify and reproduce expressive products typical of the target culture.
3. Participate in age-appropriate activities related to special events celebrated in the target cultures.

Technology: Standards by 8th Grade 8.1

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.2 Plan and create a simple database, define fields, input data, and produce a report using sort and query.

8.1.8.A.3 Create a multimedia presentation including sound and images.

8.1.8.A.4 Create a spreadsheet to calculate, graph, and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety

Career: Standards by 8th Grade

9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem solving skills.

9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.

9.1.8.C.1 Determine an individual's responsibilities for personal actions and contributions to group activities.

Common Core:

(IN THE TARGET LANGUAGE)

CCSS.ELA-Literacy.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.1.1.b

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-Literacy.SL.1.1.c

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-Literacy.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCSS.ELA-Literacy.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-Literacy.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-Literacy.SL.1.6

Produce complete sentences when appropriate to task and situation.

CCSS.ELA-Literacy.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.3

Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-Literacy.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-Literacy.RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA-Literacy.RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS.ELA-Literacy.RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-Literacy.RI.1.10

With prompting and support, read informational texts appropriately complex for grade 1.

CCSS.ELA-Literacy.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-Literacy.W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can I demonstrate my understanding of vocabulary? • How can comparing and contrasting similarities and differences between two different languages help me? • Why is there more than one way to express the same thing? • What are the advantages of learning a foreign language? • What can I do when I don't understand? • Why is using body language important for communication? 	<ul style="list-style-type: none"> • Communicating in another language is essential to gaining knowledge of one's own cultural practices and traditions. • Grammatical similarities and differences of two or more languages help them better understand their own. • Comprehension is easier by noting the similarities between two languages. • Utilize prior learning by making connections and "bridges" in order to help them use and understand newly acquired vocabulary. • The meaning of unfamiliar words can be derived from context clues and looking for cognates will greatly improve their understanding.
Content Vocabulary	Academic Vocabulary
<p>Refer to Glossary included in the readers: Berto y sus buenas ideas and Carl no quiere ir a México</p>	<p>Subject Pronouns Conjugation Verbs Infinitives Present/Past/Future Nouns Adjectives Masculine/Feminine Agreement Singular/Plural Possessive Adjectives Definite Articles Indefinite Articles Cognates</p>

Objectives Content/Skill	Strategies/Tasks	Assessment(s)
<p>I will recognize and express similarities and differences between situations and characters in text or narrative.</p> <p>I will react to events in a culturally appropriate manner using expressions in Spanish. (Say: Genial (Awesome) Ay caramba (Oh my) or Que ridiculo (How ridiculous) when appropriate.</p> <p>I will state opinions</p> <p>I will respond to Who, What, When, Where, How, How much, How many questions about a shared text or narrative.</p> <p>I will compare and contrast people, events and situations.</p> <p>I will make predictions using present or future time with the verb To Go in Spanish.</p> <p>I will articulate events in sequence in Spanish.</p> <p>I will respond to personalized questions that relate to me and to the story.</p>	<p>Read a sentence from the story: choose 2 or 3 students from class, and they are parallel characters. These characters have experiences similar to the main one, but not identical. Use the same vocabulary when they "talk." (See: How laughter improves memory) http://www.medicalnewstoday.com/articles/276042.php http://www.pbs.org/thisemotionallife/topic/humor/benefits-humor Main story: Johnny wants 11 blue cats 1st parallel character: Suzy wants 11 green elephants 2nd parallel character: Mike wants 3 red flamingos. 3rd parallel character: Davina wants 39 purple dogs Target Vocabulary: wants, has, goes to, likes, nouns, 3 colors, 4 numbers PQA: "Do you have? Yes I have/no, I do not have..." Read with voice - read the text sadly, happily, nervously</p> <p>Stand and gesture while reading</p> <p>Shout it. Whisper it. Sing it. Cry it. Choral Reading</p> <p>Handout with a list of sketches that represent events and people in the chapter. As students listen to the reading, circle the appropriate one of the two sketches in each pair</p> <p>Student volunteer can review/retell the events of the chapter with the help of the sketches.</p> <p>Illustrate chapter in a story board</p>	<p>Formative: Lap Board responses Question and Answer Respond to Commands Instructional Games Teacher Observation Discussion</p> <p>Summative: Respond to Commands Role-play a given situation Respond orally Respond to visual cues Notebook Class Participation Homework Quizzes Tests Projects Written/Oral Presentations</p>

Illustrate chapter as a mural

Act out individually or in groups

Act out in small groups as teacher reads

Students add details

Reread and make “errors” students make the correction.

Reread and have students add expressions like How fun!
What a shame in appropriate places.

Mix up the story, student put it in order.

Popcorn/Volleyball Readings

Summarize the chapter in Spanish

Pair/Share: Give students a different purpose for reading each time:

- write two questions
- write a true statement and a false statement
- make a prediction in the target language
- add 3 more details in between the lines
- write alternate ending

In writing retell 2/4 sentences

Read a factual statement where students fill in a missing piece e.g. The boy’s name is ... He likes to fish on...

Ask explicit and text implicit questions and students share responses. Use cards or popsicle sticks or www.classdojo.com to randomly select 3 students to read their statements (cartas de victimas).

Resources

TPRS/CI Support, Training, Strategies, Techniques, Newsletters, Lesson Plans, Research Articles, Free Resources

www.blaineraytprs.com

<http://www.sdkrashen.com/articles.php?cat=6>

www.benslavic.com

www.teachforjune.com

<http://www.brycehedstrom.com/>

<https://mrpeto.wordpress.com/>

<http://miracanion.com/>

<http://leoxicon.blogspot.com/>

<https://quecheveredelima.wordpress.com/tag/body-parts/>

http://tprsteacher.com/?subscribe=success#blog_subscription-2

<http://aprendemosjuntos.weebly.com/>

http://www.charoylee.com/Charo_y_Lee/Resources.html

<https://tprsquestionsandanswers.wordpress.com/2015/01/23/what-does-t-p-r-s-goddess-laurie-clarq-say-about-circling/>

LISTENING ACTIVITIES

<http://musicalibre.com.co/>

<http://spanishlistening.org/>

<http://www.abc.com.py/edicion-impresalocales/lectura-vital-para-aprender-idiomasy-1281663.html>

<http://audiria.com/index.php>

www.senorwooly.com

READING ACTIVITIES, REINFORCEMENT

<http://news.yahoo.com/photos/photos-of-the-day-september-12-2014-slideshow/photos-of-the-day-september-12-2014-photo-1410552895627.html> (Picture Prompts)

<http://www.zona33preescolar.com/cuentos-en-powerpoint/>

<http://gringoespanol.com/quickies/adjectives/>

<https://bingobaker.com/account/login/>

TECHNOLOGY

<http://online-voice-recorder.com/>

<http://video.wgby.org/video/2365360694/>

<http://www.contadordelabras.com/>

https://www.youtube.com/results?search_query=sesame+street+in+spanish

www.textivate.com

www.quizlet.com
www.MakeBeliefsComix.com

CULTURAL VIDEOS

<http://www.rtve.es/alcanta/videos/fronteras-al-limite/fronteras-limite-frontera-bestia/3126663/>
<http://www.abc.com.py/edicion-impresa/locales/lectura-vital-para-aprender-idiomias-1281663.html>

Course Name	World Languages/Spanish	Grade Level	7
Unit #, Title	VERBS	Time Frame	On-Going
Standards			
<p>Content: NJ STANDARD 7.1 (COMMUNICATION) All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own and participate in home and global communities.</p> <p>STRAND A – Interpretive Mode of communication: Students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches.</p> <p>Interpretive Mode:</p> <p>7.1.NM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3: Recognize a few common gestures and cultural practices associated with the target culture.</p> <p>7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5: Demonstrate comprehension of brief oral and written messages using age-level appropriate culturally authentic materials on familiar topics.</p> <p>STRAND B – Interpersonal Mode: Students engage in direct oral and/or written communication with others. Examples of this “two-way communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.</p> <p>Interpersonal Mode:</p> <p>7.1.NM.B.1: Use digital tools to exchange basic information at the memorized word/phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture/language during greetings, leave takings, and daily interactions.</p> <p>7.1.NM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5: Exchange information using words, phrases and short sentences practiced in the classroom on familiar topics or on topics studied in other content areas.</p>			

STRAND C – Presentational Mode: Students present orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast and writing an article for a newspaper

Presentational Mode:

7.1.NM.C.1: Use basic information at the memorized word/phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2: Imitate, Recite, and/or Dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3: Copy/Write words, phrases, or simple guided texts on familiar topics and themes.

7.1.NM.C.4: Present information from age-appropriate level culturally authentic materials orally or in writing.

7.1.NM.C.5: Name and label tangible cultural products and imitate cultural practices from the target culture.

NJ STANDARD 7.2 (CULTURE) All Students Will Be Able To Demonstrate An Understanding Of The Interrelationship Between Language And Culture For At Least One World Language In Addition To English: The acquisition of another language focuses attention on how language and culture interacts. This interaction helps students reflect on cultural patterns and thus gain insight into their own language and culture. Exploration of a new culture helps students to frame issues about their own world view while investigating another. Comparing and contrasting languages and cultures promotes cross-cultural discourse and understanding which are at the heart of the humanities.

STRAND A - Interpretive Mode

1. Identify daily practice of people in the target language
2. Identify distinctive cultural products of the target language.

STRAND B – Interpersonal Mode

1. Imitate culturally appropriate etiquette in verbal and nonverbal communications during greetings, leave-takings, and daily classroom interactions.
2. Participate in a variety of oral and/or written activities after listening to age appropriate, culturally authentic selections.

STRAND C- Presentational Mode

1. Reproduce a variety of tangible products typical of the target culture.
2. Identify and reproduce expressive products typical of the target culture.
3. Participate in age-appropriate activities related to special events celebrated in the target cultures.

Technology: Standards by 8th Grade 8.1

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.2 Plan and create a simple database, define fields, input data, and produce a report using sort and query.

8.1.8.A.3 Create a multimedia presentation including sound and images.

8.1.8.A.4 Create a spreadsheet to calculate, graph, and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety

Career: Standards by 8th Grade

9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem solving skills.

9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community.

9.1.8.C.1 Determine an individual's responsibilities for personal actions and contributions to group activities.

Common Core:

(IN THE TARGET LANGUAGE)

CCSS.ELA-Literacy.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.1.1.b

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-Literacy.SL.1.1.c

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-Literacy.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCSS.ELA-Literacy.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-Literacy.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-Literacy.SL.1.6

Produce complete sentences when appropriate to task and situation.

CCSS.ELA-Literacy.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.3

Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-Literacy.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-Literacy.RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA-Literacy.RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS.ELA-Literacy.RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-Literacy.RI.1.10

With prompting and support, read informational texts appropriately complex for grade 1.

CCSS.ELA-Literacy.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-Literacy.W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can I demonstrate my understanding of vocabulary? • How can comparing and contrasting similarities and differences between two different languages help me? • Why is there more than one way to express the same thing? • What are the advantages of learning a foreign language? • What can I do when I don't understand? • Why is using body language important for communication? 	<ul style="list-style-type: none"> • Communicating in another language is essential to gaining knowledge of one's own cultural practices and traditions. • Grammatical similarities and differences of two or more languages help them better understand their own. • Comprehension is easier by noting the similarities between two languages. • Utilize prior learning by making connections and "bridges" in order to help them use and understand newly acquired vocabulary. • The meaning of unfamiliar words can be derived from context clues and looking for cognates will greatly improve their understanding.
Content Vocabulary	Academic Vocabulary
<p>Most Commonly Used Verbs</p> <ul style="list-style-type: none"> To Be To Have To Like To Do To Go To Need To Play Can/Be Able To 	<p>Subject Pronouns</p> <p>Conjugation of 1st, 2nd and 3rd Person Singular</p> <p>Infinitives</p> <p>Present/Past/Future (To Be only)</p>

Objectives Content/Skill	Strategies/Tasks	Assessment(s)
<p>I can respond to Yes/No, Either/Or questions.</p> <p>I can greet people, and say good-by</p> <p>I can say how I feel and ask someone else how he/she is feeling using the verb To Be.</p> <p>I can ask questions and respond to requests in the classroom.</p> <p>I can say where I am (and others are) at the present</p> <p>I can say where I am (and others are) going</p> <p>I can state how I'm (and others are) feeling</p> <p>I can ask and answer questions about specific topics using the correct subject pronouns.</p> <p>I can talk about my favorite after school activities using verbs to Have, and to Like.</p> <p>I can talk about my schedule and say</p>	<p>Introduce/Present new vocabulary using comprehensible input.</p> <p>Write new vocabulary on board to provide a visual clue and facilitate auditory learning.</p> <p>Translate the structures/phrases</p> <p>Copy/Label Vocabulary</p> <p>Create flashcards showing pictures of the vocabulary words.</p> <p>Ask questions to practice, and repeat as many times as possible to establish and internalize meaning.</p> <p>Match vocabulary words English to Spanish/Spanish to English</p> <p>Peer Practice</p> <p>Respond to commands and instructions.</p> <p>Word association games, visual cues.</p> <p>Engage students to talk about themselves in order to provide and reinforce interesting and relevant vocabulary.</p>	<p>Formative:</p> <p>Lap Board responses</p> <p>Respond to Commands</p> <p>Role-play a given situation</p> <p>Respond orally</p> <p>Respond to visual cues</p> <p>Peer Practice</p> <p>Demonstrate</p> <p>Notebook</p> <p>Class Participation</p> <p>Homework</p> <p>Question and Answer</p> <p>Instructional Games</p> <p>Teacher Observation</p> <p>Discussion</p> <p>Do Now</p> <p>Summative:</p> <p>Translations</p> <p>Quizzes</p> <p>Tests</p> <p>Projects</p> <p>Collages</p> <p>Interviews</p> <p>Written/Oral Presentations</p>

<p>what I need for each class.</p> <p>I can express my opinion about my favorite subjects using the verbs To Like, To Be, To Have.</p> <p>I can respond to Who, What, When, Where, How, How Much/Many, questions.</p> <p>I can write two sentences describing myself and my friend using the verb To Be.</p> <p>I can introduce myself by stating name, age, and where I am from using Present form of Verb to Be and to Have.</p> <p>I can introduce others (friends) using the Present form of the verbs: To Be, to Have, and to Like</p> <p>I can describe myself and others using the correct Subject Pronouns</p> <p>I can give times, dates, and weather information using present form of the verb To Be.</p> <p>I can talk about what I like or don't like to do.</p> <p>I can ask someone what he or she likes using the correct subject pronouns</p> <p>I can talk about my favorite foods, books,</p>	<p>Engage students to respond to Who, What, When, Where, Who, With whom, At what time.</p> <p>Pantomime and guess vocabulary words.</p> <p>Write sentences matching with pictures.</p> <p>Write a Dialogue/Conversation, practice and present to class.</p> <p>Describe self and others.</p> <p>Interview a partner and chart results of their findings.</p> <p>Illustrate sentences or dialogues, including speech balloons to show what the characters are saying.</p> <p>Handouts</p> <p>-Puzzles</p> <p>-Crosswords</p> <p>-Cloze</p> <p>-Word Search</p> <p>-Fill-ins</p>	
--	--	--

<p>movies, classes, hobbies using the present form of the verb To Like.</p> <p>I can list my classes and tell what time they begin and end using the correct form of the verb To Have.</p> <p>I can match pictures to written or spoken words using the corresponding subject pronoun</p> <p>I can match pictures to written or spoken words to corresponding actions word</p> <p>I can pantomime vocabulary words using the correct Verb.</p>		
--	--	--

Resources

Activities & Classroom Practice

<http://spanishlistening.org/>

<http://Musicalibre.com.co/>

<http://www.brycehedstrom.com/>

<http://www.education.ne.gov/forlg/elementary/verbactivities.pdf>

<https://www.speakingl10no.com/conjugating-verbs-like-gustar/>

<http://www.digitaldialects.com/Spanish.htm>

https://lp.babbel.com/d/QAE_tutorial.html?I1=QAE&I2=SPA&autosta

<https://conjugemos.com/index.php>

www.youtube.com/watch?v=q0K6Yg9IFX8

www.youtube.com/watch?v=CUGmr50rv-r

www.youtube.com/watch?v=BQOPSJ67fbQ

http://www.convevyt.org.mx/cursos/cursos/espanol_p/flash/juego/juego_lengua.swf

<http://www.prologo.net//default.aspx#>

www.abcteach.com/directory/languages/spanish

Technology

www.quizlet.com

www.textivate.com

<http://online-voice-recorder.com/>

www.MakeBeliefsComix.com

www.senorwooly.com

www.ijflt.com

http://www.actfl.org/global_statements

<http://studyspanish.com/tutorial.htm>

Strategies for Differentiation

Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	