

ROBBINSVILLE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
WORLD LANGUAGE - SPANISH DEPARTMENT

6TH GRADE SPANISH 1A

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Course Philosophy

All students are capable of learning a second language to the same degree that they know and are able to use their first language. Therefore, World Language study must be equitably accessible for all students. The main goal for modern world language education is to help students develop the proficiency necessary to communicate with speakers of another language in culturally appropriate ways. World language study is an integral part of the core curriculum so that all students can enhance their ability to function successfully in a global society by developing linguistic proficiency and intercultural competence in a second language.

Language learning is a lifelong process. For learners to attain the advanced level of language proficiency necessary to be successful in their careers or post-secondary studies, world language instruction should begin in the elementary grades and continue with well-articulated sequences of instruction that continue uninterrupted through middle and high school right into the post-secondary level. Students acquire language when it is meaningful and interesting and when they can use it in a non-threatening environment. To become proficient in a second language, students need to use the language in a variety of real-life, meaningful and culturally accurate situations designed to promote relevant communication.

Interdisciplinary learning connections are created when students are learning another language. Language learning equips students to interpret a variety of authentic live, print and technology-based texts and resources to access knowledge related to all content areas. World languages are a tool to provide content-based learning in reading, writing, mathematics, and all other subject areas. World language study also develops higher-order thinking skills, which enhances learning and achievement across content areas. Proficiency in at least one language other than English greatly enhances college and career readiness in a globally interconnected world.

Learning an additional language helps students understand the nature of language systems, including their own, and how language and thought are inextricably linked. Through language learning, students can understand and appreciate other cultures' worldviews, unique ways of living and behavior patterns, as well as their contributions to humankind. By learning another language, students gain access to the different culture(s) associated with that language. They learn to appreciate the different ways of life and accomplishments of each culture. In doing so, they become more reflective about their own culture, and they are able to generalize about the components of culture.

Course Description

Spanish 1A students will engage in the study of the AP Themes: Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will gain the skills and proficiencies necessary for effective communication in Spanish enabling them to express themselves. Effective communication, cultural understanding and global awareness are the focus of this interdisciplinary course of study.

Course Proficiency Goals

Overview of Proficiency Goals

As students demonstrate proficiencies along the language learning continuum, they will also strive to meet proficiency goals in speaking, reading, writing, and listening by the end of each section of Spanish 1 and subsequent courses. Proficiency standards are aligned with the American Council on Teaching Foreign Languages' (ACTFL) proficiency guidelines.

End of Spanish IA (6th grade) - Novice Low to Novice Mid

End of Spanish IB (7th grade) - Novice Mid to Novice High

End of Spanish IC (8th grade) - Novice High to Intermediate Low

Instructional and assessment practices take into consideration students' individual differences in developing proficiency. Tasks are designed to simulate real world situations and to inclusively allow students of all levels to demonstrate their particular proficiency level.

Proficiency Goal for Spanish IA (6th Grade)

Over the course of Spanish IA students will progress from Novice Low to Novice Mid proficiency level in speaking, writing, reading, and listening.

At the Novice Low level, students can verbally exchange greetings, give their identity, and name familiar objects. They can write a very limited number of isolated words or familiar phrases from memory with frequent error. When listening and reading, Novice Low students can recognize isolated words or very high-frequency phrases within strongly supportive contexts.

As students move to Novice Mid, they will be able to speak and respond to direct questions using isolated words and memorized phrases, relying on repetition as tasks increase in difficulty. They will be able to write words and phrases from memory, sufficient to fill out personal information on biographical forms or documents. Writing will be accurate with formulaic language. Through listening and reading they will begin to understand aural and written cognates along with high-frequency, highly contextualized words and phrases with the aid of repetition and re-reading. They will best comprehend single phrases at a time.

(ACTFL (2012). *Proficiency Guidelines*. http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● Teacher Created Resources● Chromebooks● Google Classroom● Google Suite (Doc, Slides, etc.)● Online subscriptions to linguistic rich sites such as DuoLingo and Rockalingua● Youtube access to authentic stories, videos and music in target language● Authentic texts and audio	<ul style="list-style-type: none">● Anchor Charts in the Target Language● Headphones/Earbuds● External Mouse● Digital Management Tools (Ex. Hapara)● Art supplies (Construction Paper, Drawing Paper, Crayons, Markers, Scissors, Glue Sticks)

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: Students identify how they and their classmates are feeling through gestures, visual aids, and expressive vocabulary.

Example 2: Students reflect on their work by reading positive feedback given by their peers.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: Students are given options in how they would like to complete assignments based on their individual strengths and needs.

Example 2: Students are provided various strategies throughout their learning process such as step by step directions and graphic organizers.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Students are introduced to diverse backgrounds and cultures in order to find similarities within their own culture.

Example 2: Students share their personal perspectives within their family, school, and community groups to promote global awareness.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Students work collaboratively to make connections with their peer groups.

Example 2: Students acquire language when it is meaningful, can foster positive peer relationships, and when they can use it in a non-threatening environment.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of

self and others.

Example 1: Students use the language in a variety of real-life, meaningful and culturally accurate situations designed to promote relevant communication.

Example 2: Students develop higher-order thinking skills, which enhances learning and achievement across content areas, when working collaboratively and being held accountable for supporting their ideas.

Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	<ul style="list-style-type: none"> • 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. <p>Example: Students work collaboratively on assignments to share their creative strengths.</p> <p>Can be found in unit:(Units 1, 2,& 3)</p>
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> • 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective. • 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option. <p>Example: Students compare what they are learning to what they already know to find solutions.</p> <p>Can be found in unit:(Units 1, 2, & 3)</p>
Digital Citizenship	<ul style="list-style-type: none"> • 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation • 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities). <p>Example: Students compare what they are learning to what they already know to address societal issues.</p> <p>Can be found in unit:(Units 1, 2, & 3)</p>
Global and Cultural Awareness	<ul style="list-style-type: none"> • 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.

	<p>Example: Students learn about various cultures to gain perspective and awareness of global communities.</p> <p>Can be found in unit:(Units 1, 2, & 3)</p>
Information and Media Literacy	<ul style="list-style-type: none"> • <i>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</i> • <i>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</i> <p>Example: Students research information to create presentations that are authentic and inclusive.</p> <p>Can be found in unit:(Units 1, 2, & 3)</p>
Technology Literacy	<ul style="list-style-type: none"> • <i>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</i> • <i>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</i> <p>Example: Students exchange ideas and share information to combine into an organized digital format.</p> <p>Can be found in unit:(Units 1, 2, & 3)</p>

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Career Awareness and Planning Standards 9.2

• 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.	Students learn about different professions where being multilingual would be beneficial.
• 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.	Students learn about the personal and financial benefits of being multilingual.
• 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	Students learn how to express their likes and dislikes compared to probable career choices.
• 9.2.5.CAP.2: Identify how you might like to earn an income.	Students learn about the personal and financial benefits of being multilingual.
• 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	Students learn about different professions where being multilingual would be beneficial.
• 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.	Students learn about different professions where being multilingual would be beneficial.
• 9.2.5.CAP.8: Identify risks that individuals and households face.	Students learn about other cultures and how the career opportunities may differ from their own cultures.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

6th Grade - Spanish 1A

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments
Unit 1: Personal and Public Identities	<p>Students are in the process of discovering their own identities and they will be interested in describing their and other's' personalities and themselves and others physically and emotionally.</p> <p>Students will explore their identities in a cultural context seeing themselves through the lens of an American and in different cultural contexts.</p> <p>The goal will be for teacher and student to learn together about themselves and others.</p>	Sept-Nov	Formative <ul style="list-style-type: none"> · Written Assignments · Oral Presentations · Observations · Participatory Rubrics · Role Play · Dialogues · Research Assignments · Interviews · Creating a calendar · Create a flag · Timed chat
			Summative <ul style="list-style-type: none"> · All About Me Project
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> · Student Survey · Oral Questions/ Discussion · Anticipatory Set Questions · Picture Dictionary
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> · Oral or Technology assisted Presentations · Craft style Projects
Unit 2: Families and Communities	<p>Families and communities are influenced by cultural values and practices.</p> <p>Students will explore what constitutes a family and the roles that families and school communities play around the world.</p>	Dec-Feb	Formative <ul style="list-style-type: none"> · Written Assignments · Oral Presentations · Observations · Participatory Rubrics · Role Play

	<p>Students will discuss how they contribute to the well-being of the school community.</p> <p>Students will be able to compare their school community with those of Spanish speaking countries.</p>		<ul style="list-style-type: none"> · Dialogues · Research Assignments · Interviews · Creating a calendar · Create a flag · Timed chat
			<p>Summative</p> <ul style="list-style-type: none"> · Family Tree Project · · Exchange student interview · · Tree House Project · ·
			<p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> · Student Survey · Oral Questions/ Discussion · Anticipatory Set Questions · Picture Dictionary
			<p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> · Oral or Technology assisted Presentations · Craft style Projects
Unit 3: Beauty and Aesthetics	<p>Cultural celebrations and their products are a lens into a culture's perspective on beauty and aesthetics.</p> <p>Beauty and creativity are defined by society as well as by individuals</p> <p>The goal will be for students to explore four different modes of creativity expressed through celebrations.</p>	Mar-Jun	<p>Formative</p> <ul style="list-style-type: none"> · Written Assignments · Oral Presentations · Observations · Participatory Rubrics · Role Play · Dialogues · Research Assignments · Interviews · Creating a calendar · Create a flag · Timed chat
			<p>Summative</p> <ul style="list-style-type: none"> · Celebration multimedia project · The Arts - Reflection · Newscast multimedia project
			<p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> · Student Survey · Oral Questions/ Discussion

			<ul style="list-style-type: none">· Anticipatory Set Questions· Picture Dictionary
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none">· Oral or Technology assisted Presentations· Craft style Projects

Unit #1: Personal and Public Identities

<p>Enduring Understandings:</p> <p><u>Communication</u> We understand and express personal and public identities through interpersonal, interpretive and presentational communication.</p> <p><u>Cultures</u> Cultural practices surrounding greetings and naming relate to cultural perspectives.</p> <p>Cultural products associated with holidays and celebrations relate to cultural perspectives.</p> <p><u>Connections</u> Who we are and how we relate to others is a result of many factors including where we are from, where we are presently and what we experience.</p> <p><u>Comparisons</u> How we address others varies by language and culture.</p> <p><u>Communities</u> Spanish helps us participate in communities inside and outside of school.</p> <p><i>*ACTFL. (n.d.) National Standards for Foreign Language Education. http://www.actfl.org/node/192</i></p>	<p>Essential Questions:</p> <p>*How are aspects of identity expressed in various situations?</p> <p>*How do language and culture influence identity?</p> <p>*What is a good way to start to understand people from other cultures?</p> <p>*Who are we and what is important to share about ourselves and others?</p> <p>*How can I describe myself and others?</p> <p>*How can I ask questions to learn about others?</p> <p>*How can we best communicate our preferences and personalities in a culturally appropriate way?</p> <p>*How can we understand ourselves better through others?</p> <p>*What can I learn about a culture through the lens of important people in that culture?</p> <p>*What is a stereotype? How do stereotypes influence our beliefs about others?</p> <p><i>*The College Board. (2013–2014). AP® Spanish Language and Culture Curriculum Framework. http://media.collegeboard.com/digitalServices/pdf/ap/11b_3435_AP_SpanLang_CF_WE_B_110930.pdf</i></p>
<p style="text-align: center;">Interdisciplinary Connections</p> <p>K.CC.A.1. Count to 100 by ones and by tens.</p> <p>K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>Example: Students will learn number names and the count sequence in the target language as well as use numbers to tell quantities, age, and location.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<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> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <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:</p>	<p>* I can give basic information about myself.</p> <p>*I can ask basic questions to find out more about someone else.</p> <p>*I can use greetings, salutations, introductions, and polite expressions.</p> <p>*I can inquire about how others are doing and feeling.</p> <p>*I can be formal or informal (usted/tú) in the appropriate situation.</p> <p>*I can use survival classroom expressions (¿Puedo ir al baño? ¿Necesito...? Sacar...)</p> <p>*I can describe myself using physical and personality traits.</p> <p>*I can state my preference.</p> <p>*I can tell the date and discuss the weather.</p> <p>*I can identify Spanish speaking countries and their flags.</p>	<p><i>Communicative Activities, Shared Authentic Materials, Mini-Lessons, Teacher Modeling, Small Group Instruction, Applying Skills through Conversation and Writing</i></p> <p>Setting up Individual Proficiency Goals:</p> <ul style="list-style-type: none"> • Discussing the proficiency levels • Introducing keys to learning a new language • Communication vs Memorization • Individual Conferences <p>Setting up Classroom Goals:</p> <ul style="list-style-type: none"> • Classroom Procedures • Classroom Responsibilities • Comprehension and Comprehensibility • Teacher Goals <p>Communicative Activities:</p> <ul style="list-style-type: none"> • Info-Gaps • Turn and Talk • Think-Pair-Share • Ask Who • Inner/Outer Circle • Centers • Virtual Field Trips • Comprehensible Input • TPR • Storytelling 	<p><i>Google Classroom</i> - Daily Assignments/Assessments</p> <p><i>Google Forms</i> - Weekly Reflection Anchor Charts</p> <p><i>Rockalingua, Quizlet, Kahoot, YouTube</i> - Games/Music</p> <p><i>SpanishDict</i> - Dictionary</p> <p><i>Google Docs/Slides</i> - Presentations</p> <p><i>Que tal</i> - Magazine</p> <p><i>Hispanic Heritage</i> - Children's Books</p> <p><i>Book of Life</i> - Video Clips</p> <p><i>Mini-Unit Themes</i> - Picture Dictionary</p> <ul style="list-style-type: none"> • Classroom Essentials • Calendar (numbers, 	<p>Class Participation</p> <p>Communicative Activities</p> <p>Formative Assessments</p> <p>Project Rubric Assessments</p> <p>Small group discussions</p> <p>Summative Assessments:</p> <p>-Aztec Calendar</p> <p>-All About Me (Flag Project)</p>

<p>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> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p> <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.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4:</p>			<p>days, months)</p> <ul style="list-style-type: none"> ● Colors / Shapes ● Flags / Nationalities ● Descriptions / Emotions ● Body / Face ● Weather / Seasons ● Clothing <p><i>Incorporated Grammar Points -</i> Ser, Estar, Tener, Me gusta, Adj/Noun</p>	
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<p>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> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p>				
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Robbinsville Public Schools

Unit #2: Families & Communities

<p>Enduring Understandings:</p> <p><u>Communication</u> We share our views on family and educational communities through interpersonal, interpretive and presentational communication.</p> <p><u>Cultures</u> Familial involvement in school communities is a practice that varies by culture and socioeconomic status and reflects different perspectives.</p> <p>The family functions to locate children socially and plays a major role in their socialization.</p> <p>Cultural products associated with holidays and celebrations relate to cultural perspectives.</p> <p><u>Connections</u> Knowledge of geographical regions and climate helps us understand differences in school and family communities.</p> <p>Studying the family and familial structures in an entrance into the field of sociology.</p> <p><u>Comparisons</u> US and Spanish speaking schools differ in terms of the importance placed on certain recreational, academic, and familial elements.</p> <p><u>Communities</u> Spanish helps me participate in communities inside and outside of school.</p>	<p>Essential Questions:</p> <p>*What constitutes a family? How do family structures and values differ? How does culture define family?</p> <p>*How can I describe a family?</p> <p>*How can family influence our preferences?</p> <p>*How do Spanish speaking families' views regarding education compare to our own?</p> <p>*How do regional differences impact family and education?</p> <p>*How do the roles that families and school communities assume differ in societies around the world?</p> <p>*How do individuals (students) contribute to the well-being of the school community?</p> <p>*How is my school and family life different from a young person in a Spanish speaking country?</p> <p>*What are possible school schedules? How do other countries' school schedules differ from ours?</p> <p>*What classes are interesting to me?</p> <p>*What is my ideal class schedule?</p> <p><i>*The College Board. (2013–2014). AP® Spanish Language and Culture Curriculum Framework.</i> http://media.collegeboard.com/digitalServices/pdf/ap/11b_3435_AP_SpanLang_CF_WE_B_110930.pdf</p> <p><i>*ACTFL. (n.d.) National Standards for Foreign Language Education.</i> http://www.actfl.org/node/192</p>
<p style="text-align: center;">Interdisciplinary Connections</p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p>	

6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

Example: Students will map out their families, where they are from and how they are related, as well as create maps for the location of people and items within their homes, school, and community.

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<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> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <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:</p>	<p>* I can describe family members and pets.</p> <p>*I can research family life in Spanish-speaking countries.</p> <p>*I can understand multigenerational familial structures.</p> <p>*I can share activities that we enjoy with our families.</p> <p>*I can compare familial activities in Spanish speaking communities.</p> <p>*I can describe the locations of schools and communities.</p> <p>*I can explore how family, school life and region are connected.</p> <p>*I can describe my teachers and classes.</p> <p>*I can ask and answer questions about school.</p> <p>*I can tell time.</p> <p>*I can express my preferences.</p>	<p><i>Communicative Activities, Shared Authentic Materials, Mini-Lessons, Teacher Modeling, Small Group Instruction, Applying Skills through Conversation and Writing</i></p> <p>Practicing Individual Proficiency Goals:</p> <ul style="list-style-type: none"> ● Reassessing proficiency levels ● Small group practice ● Individual Conferences <p>Updating Classroom Goals:</p> <ul style="list-style-type: none"> ● Classroom Procedures ● Classroom Responsibilities ● Comprehension and Comprehensibility ● Teacher Goals <p>Communicative Activities:</p> <ul style="list-style-type: none"> ● Info-Gaps ● Turn and Talk ● Think-Pair-Share ● Ask Who ● Inner/Outer Circle ● Centers ● Virtual Field Trips ● Comprehensible Input ● TPR ● Storytelling 	<p>Google Classroom - Daily Assignments/Assessments</p> <p>Google Forms - Weekly Reflection Anchor Charts</p> <p>Rockalingua, Quizlet, Kahoot, YouTube - Games/Music</p> <p>SpanishDict - Dictionary</p> <p>Google Docs/Slides - Presentations</p> <p>Que tal - Magazine</p> <p>Hispanic Heritage - Children's Books</p> <p>Secret Life of Pets - Video Clips</p> <p>Are You My Mother? - Story redo</p>	<p>Class Participation</p> <p>Communicative Activities</p> <p>Formative Assessments</p> <p>Project Rubric Assessments</p> <p>Small group discussions</p> <p>Summative Assessments:</p> <p>-Treehouse Project</p> <p>-Family nontree Project</p> <p>-Schedule Writing</p> <p>-Time clocks</p> <p>-Class Pet Writing</p> <p>-Are you my teacher? Presentation</p>

<p>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> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p> <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.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</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</p>		<p>Make a family tree (imaginary/real) using family member vocabulary descriptive adjectives for personality and physical appearance.</p> <p>Rewrite of the story “Are you my mother?” to be “Are you my teacher?”</p> <p>Describe your pick for class pet in writing.</p> <p>Create a detailed written description of your school day including classes, location, teacher, time of day, materials needed.</p>	<p>Mini-Unit Themes - Picture Dictionary Domestic Animals Immediate Family Members House/Rooms Classroom Supplies Class Schedule Teachers Time Ordinal Numbers</p> <p>Incorporated Grammar Points - Ser, Estar, Tener, Me gusta, Adj/Noun</p> <p>Present Tense - activities</p>	
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<p>others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p>				
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Robbinsville Public Schools

Unit #3: Beauty & Aesthetics

<p>Enduring Understandings:</p> <p><u>Communication</u> Students will express their understanding of cultural celebrations through interpersonal, interpretive and presentational communication.</p> <p>Identifying cognates, using context clues, and media (such as maps, art, cuisine) are strategies one can use to communicate effectively. Language is appreciated and used verbally, non-verbally, and culturally.</p> <p><u>Cultures</u> Students will understand that celebrations are cultural practices that express cultural perspectives and can be understood through products such as foods, music, art, clothing.</p> <p><u>Connections</u> The Spanish-speaking world is made up of many different countries, each with their own culture.</p> <p><u>Comparisons</u> One can learn similarities and differences between cultures, as well as gain new perspectives. Food affects culture and culture affects food.</p> <p>Cultural products associated with celebrations are best understood through the respective culture's perspectives.</p> <p><u>Communities</u> Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society. The inter-relationship of food and culture is long-lasting.</p> <p>Society's concept of beauty causes individuals and communities to act differently in different cultures as seen through cultural celebrations.</p>	<p>Essential Questions:</p> <p>*How does creative expression reflect the aesthetic preferences of their respective culture? In Spanish speaking countries? In the United States?</p> <p>*How are perceptions of beauty and creativity established through celebrations and their products?</p> <p>*How do ideals of beauty and aesthetics influence daily life? How do we see this in relation to meal preparation? Attire? Music? Art?</p> <p>*How do the arts both challenge other culture's perspectives and reflect their own?</p> <p>*What elements do I see and hear in Spanish music that I can find in my own culture?</p> <p>*What influences are represented in the artwork of hispanic artists?</p> <p>*How are cultural preferences represented in celebrations and food?</p> <p>*What resources are available to find good healthy food?</p> <p>*How do we shop for food?</p> <p><i>*The College Board. (2013–2014). AP® Spanish Language and Culture Curriculum Framework.</i> http://media.collegeboard.com/digitalServices/pdf/ap/11b_3435_AP_SpanLang_CF_WE_B_110930.pdf</p> <p><i>*ACTFL. (n.d.) National Standards for Foreign Language Education.</i> http://www.actfl.org/node/192</p>
<p>Interdisciplinary Connections</p>	

SCIENCE:

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

Example: Students also compare the diversity of life in different habitats.

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<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> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <p>7.1.NM.PRSNT.1:</p>	<p>* I can identify 4 types of creative expression (i.e. cuisine, music, dress, art/decoration).</p> <p>* I can describe how you express yourself creatively (i.e. your clothing, music, art, culinary preferences).</p> <p>* I can read authentic text (i.e. media such as videos, images, ads, articles etc.) about famous artistic creations/people/events</p> <p>* I can develop questions answered by the text</p> <p>* I can talk about foods and beverages for breakfast, lunch, and dinner.</p> <p>* I can demonstrate an understanding of cultural perspectives on meals (i.e. la cena, la merienda, la siesta, family meal times)</p> <p>* I can express likes and dislikes of different foods and beverages in written and spoken form.</p> <p>* I can ask about food and beverage preferences.</p>	<p><i>Communicative Activities, Shared Authentic Materials, Mini-Lessons, Teacher Modeling, Small Group Instruction, Applying Skills through Conversation and Writing</i></p> <p>Assessing Individual Proficiency Goals:</p> <ul style="list-style-type: none"> Proficiency levels - Approaching or Achieving Small group practice Individual Conferences <p>Assessing Classroom Goals:</p> <ul style="list-style-type: none"> Classroom Procedure Changes Classroom Responsibilities Comprehension and Comprehensibility Teacher Goals - Approaching or Achieving <p>Communicative Activities:</p> <ul style="list-style-type: none"> Info-Gaps Turn and Talk Think-Pair-Share Ask Who Inner/Outer Circle 	<p><i>Google Classroom</i> - Daily Assignments/Assessments</p> <p><i>Google Forms</i> - Weekly Reflection Anchor Charts</p> <p><i>Rockalingua, Quizlet, Kaboot, YouTube</i> - Games/Music</p> <p><i>SpanishDict</i> - Dictionary</p> <p><i>Google Docs/Slides</i> - Presentations</p> <p><i>Que tal</i> - Magazine</p> <p><i>Hispanic Heritage</i> - Children's Books</p> <p><i>Ratatouille</i> - Video Clips</p> <p><i>Un Compañero Nuevo</i> - Story redo</p>	<p>Class Participation</p> <p>Communicative Activities</p> <p>Formative Assessments</p> <p>Project Rubric Assessments</p> <p>Small group discussions</p> <p>Summative Assessments:</p> <p>-Shopping Spree</p> <p>-Art Discovery</p> <p>-Name that Instrument</p> <p>-Market Finds</p> <p>-Newscast Final Project</p>

<p>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> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p> <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.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when</p>	<p>* I can discuss origins of several products associated with celebrations (i.e. food, art, clothing, music)</p> <p>*I can match foods, dress, music, and art to their associated celebration.</p> <p>*I can compare how certain foods are used in different meals and in various cultures, including traditional and holiday meals.</p> <p>*I can identify instruments playing in songs associated with celebrations.</p> <p>*I can explain the symbolism behind traditional holiday products.</p>	<ul style="list-style-type: none"> Centers Virtual Field Trips Comprehensible Input TPR Storytelling <p>Graphic web organizer.</p> <p>Venn diagrams with a partner.</p> <p>Gallery walk</p> <p>Constructive reading task (assembling the story)</p> <p>Interviews</p> <p>Circle talk</p> <p>Presentations</p> <p>Fill-in lyrics.</p> <p>Dialogue with the singer.</p> <p>Find recipes</p> <p>Create/use a menu listing common foods specific to daily meals</p> <p>Onion activity – have students (and teacher) write questions on paper and crumple up the paper and roll the paper on top of the other papers. Teacher plays music, and students' play hot potato with the ball. When the music stops, they must peel a question off the onion and answer it"</p>	<p><i>Mini-Unit Themes - Picture Dictionary</i></p> <ul style="list-style-type: none"> Music Art Instruments Clothing Holidays Celebrations <p><i>Incorporated Grammar Points -</i> Ser, Estar, Tener, Me gusta, Adj/Noun</p> <p>Present Tense - activities</p> <p>Interrogatives (who, when, where, how, why)</p>	
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<p>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> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p>				
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General Differentiated Instruction Strategies

- Leveled texts
- Chunking texts
- Choice board
- Socratic Seminar
- Tiered Instruction
- Small group instruction
- Guided Reading
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures
- Adjust length of assignment

- Repeat, reword directions
- Brain breaks and movement breaks
- Brief and concrete directions
- Checklists for tasks
- Graphic organizers
- Assistive technology (spell check, voice to type)
- Study guides
- Tiered learning stations
- Tiered questioning
- Data-driven student partnerships
- Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjust length of assignment ● Timeline with due dates for reports and projects ● Communication system between home and school 	<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions 	<ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction 	<ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers

<ul style="list-style-type: none"> ● Provide lecture notes/outline 	<ul style="list-style-type: none"> ● Reading partners 	<ul style="list-style-type: none"> ● Emphasize multi-sensory learning 	
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read the directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.

- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining them with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences.

<http://www.cast.org>

- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images.
<http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution.
<http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, from early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities.
<http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.
<http://pacecar.missingmethod.com/>

ROBBINSVILLE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
WORLD LANGUAGE - SPANISH DEPARTMENT

7TH GRADE SPANISH 1B

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Course Philosophy

All students are capable of learning a second language to the same degree that they know and are able to use their first language. Therefore, World Language study must be equitably accessible for all students. The main goal for modern world language education is to help students develop the proficiency necessary to communicate with speakers of another language in culturally appropriate ways. World language study is an integral part of the core curriculum so that all students can enhance their ability to function successfully in a global society by developing linguistic proficiency and intercultural competence in a second language.

Language learning is a lifelong process. For learners to attain the advanced level of language proficiency necessary to be successful in their careers or post-secondary studies, world language instruction should begin in the elementary grades and continue with well-articulated sequences of instruction that continue uninterrupted through middle and high school right into the post-secondary level. Students acquire language when it is meaningful and interesting and when they can use it in a non-threatening environment. To become proficient in a second language, students need to use the language in a variety of real-life, meaningful and culturally accurate situations designed to promote relevant communication.

Interdisciplinary learning connections are created when students are learning another language. Language learning equips students to interpret a variety of authentic live, print and technology-based texts and resources to access knowledge related to all content areas. World languages are a tool to provide content-based learning in reading, writing, mathematics, and all other subject areas. World language study also develops higher-order thinking skills, which enhances learning and achievement across content areas. Proficiency in at least one language other than English greatly enhances college and career readiness in a globally interconnected world.

Learning an additional language helps students understand the nature of language systems, including their own, and how language and thought are inextricably linked. Through language learning, students can understand and appreciate other cultures' worldviews, unique ways of living and behavior patterns, as well as their contributions to humankind. By learning another language, students gain access to the different culture(s) associated with that language. They learn to appreciate the different ways of life and accomplishments of each culture. In doing so, they become more reflective about their own culture, and they are able to generalize about the components of culture.

Course Description

Spanish 1B students will engage in the study of the AP Themes: Families and Communities, Personal and Public Identities, Contemporary Life, Global Challenges. Students will gain the skills and proficiencies necessary for effective communication in Spanish enabling them to express themselves. This course will address the four language skills of speaking, listening, reading and writing. In addition, the culture of Spanish-speaking countries will be discussed. Effective communication, cultural understanding and global awareness are the focus of this interdisciplinary course of study.

Course Proficiency Goals

Overview of Proficiency Goals

As students demonstrate proficiencies along the language learning continuum, they will also strive to meet proficiency goals in speaking, reading, writing, and listening by the end of each section of Spanish 1 and subsequent courses. Proficiency standards are aligned with the American Council on Teaching Foreign Languages' (ACTFL) proficiency guidelines.

End of Spanish 1A (6th grade) - Novice Low to Novice Mid

End of Spanish 1B (7th grade) - Novice Mid to Novice High

End of Spanish 1C (8th grade) - Novice High to Intermediate Low

Instructional and assessment practices take into consideration students' individual differences in developing proficiency. Tasks are designed to simulate real world situations and to inclusively allow students of all levels to demonstrate their particular proficiency level.

Proficiency Goal for Spanish 1B (7th Grade)

Over the course of Spanish 1B students will progress from **Novice Mid** to **Novice High** proficiency level in speaking, writing, reading, and listening.

At the Novice Mid level, oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speakers may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

As students move to Novice High, students are able to partially satisfy the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. They can ask questions or make statements involving learned material. Students may show signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

ACTFL (2012). Proficiency Guidelines. http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● Teacher Created Resources● Chromebooks● Google Classroom● Google Suite (Doc, Slides, etc.)● Online subscriptions to linguistic rich sites such as DuoLingo and Rockalingua● Youtube access to authentic stories, videos and music in target language● Authentic texts and audio	<ul style="list-style-type: none">● Anchor Charts in the Target Language● Headphones/Earbuds● External Mouse● Digital Management Tools (Ex. Hapara)● Art supplies (Construction Paper, Drawing Paper, Crayons, Markers, Scissors, Glue Sticks)

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: Students identify how they and their classmates are feeling through gestures, visual aids, and expressive vocabulary.

Example 2: Students reflect on their work by reading positive feedback given by their peers.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: Students are given options in how they would like to complete assignments based on their individual strengths and needs.

Example 2: Students are provided various strategies throughout their learning process such as step by step directions and graphic organizers.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Students are introduced to diverse backgrounds and cultures in order to find similarities within their own culture.

Example 2: Students share their personal perspectives within their family, school, and community groups to promote global awareness.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Students work collaboratively to make connections with their peer groups.

Example 2: Students acquire language when it is meaningful, can foster positive peer relationships, and when they can use it in a non-threatening environment.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of

self and others.

Example 1: Students use the language in a variety of real-life, meaningful and culturally accurate situations designed to promote relevant communication.

Example 2: Students develop higher-order thinking skills, which enhances learning and achievement across content areas, when working collaboratively and being held accountable for supporting their ideas.

Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	<ul style="list-style-type: none"> • 9.4.8.CI.1: <i>Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.</i> • 9.4.8.CI.2: <i>Repurpose an existing resource in an innovative way.</i> <p>Example: Students work collaboratively on assignments to share their creative strengths.</p> <p>Can be found in unit:(Units 1, 2,& 3)</p>
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> • 9.4.8.CT.1: <i>Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.</i> • 9.4.8.CT.3: <i>Compare past problem-solving solutions to local, national or global issues and analyze the factors that led to a positive or negative outcome.</i> <p>Example: Students compare what they are learning to what they already know to find solutions.</p> <p>Can be found in unit:(Units 1, 2, & 3)</p>
Digital Citizenship	<ul style="list-style-type: none"> • 9.4.8.DC.6: <i>Analyze online information to distinguish whether it is helpful or harmful to reputation</i> • 9.4.8.DC.8: <i>Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</i> <p>Example: Students compare what they are learning to what they already know to address societal issues.</p> <p>Can be found in unit:(Units 1, 2, & 3)</p>
Global and Cultural Awareness	<ul style="list-style-type: none"> • 9.4.8.GCA.1: <i>Model how to navigate cultural differences with sensitivity and respect.</i> • 9.4.8.GCA.2: <i>Demonstrate openness to diverse ideas and perspectives through active discussions</i>

	<p><i>to achieve a group goal.</i></p> <p>Example: Students learn about various cultures to gain perspective and awareness of global communities.</p> <p>Can be found in unit:(Units 1, 2, & 3)</p>
Information and Media Literacy	<ul style="list-style-type: none"> • <i>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change.</i> • <i>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</i> • <i>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</i> <p>Example: Students research information to create presentations that are authentic and inclusive.</p> <p>Can be found in unit:(Units 1, 2, & 3)</p>
Technology Literacy	<ul style="list-style-type: none"> • <i>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem.</i> • <i>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</i> <p>Example: Students exchange ideas and share information to combine into an organized digital format.</p> <p>Can be found in unit:(Units 1, 2, & 3)</p>

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Career Awareness and Planning Standards 9.2

• 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.	Students learn about different professions where being multilingual would be beneficial.
• 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.	Students learn about the personal and financial benefits of being multilingual.
• 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	Students learn how to express their likes and dislikes compared to probable career choices.
• 9.2.5.CAP.2: Identify how you might like to earn an income.	Students learn about the personal and financial benefits of being multilingual.
• 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	Students learn about different professions where being multilingual would be beneficial.
• 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.	Students learn about different professions where being multilingual would be beneficial.
• 9.2.5.CAP.8: Identify risks that individuals and households face.	Students learn about other cultures and how the career opportunities may differ from their own cultures.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

7th Grade - Spanish 1B

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments
Unit #1: The Self / School (AP Theme: Personal and Public Identities)	<p>Students are in the process of discovering their own identities and they will be interested in describing their and other's' personalities and themselves and others physically and emotionally.</p> <p>Students will explore their identities in a cultural context seeing themselves through the lens of an American and in different cultural contexts.</p> <p>The goal will be for teacher and student to learn together about themselves and others.</p>	Sept- Nov	Formative <ul style="list-style-type: none"> · Quizzes · Homework · Written Assignments · Oral Presentations · Observations · Participatory Rubrics · Role Play · Dialogues · Research Assignments · Interviews · Creating a book · Timed chat (20 seconds)
			Summative <ul style="list-style-type: none"> · Integrated Performance Assessment (reading, writing, listening, and speaking)
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> · Student Survey · Oral Questions/ Discussion · Anticipatory Set Questions
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> · Oral or Technology assisted Presentations · Craft style Projects
Unit #2: The City (AP Themes: Families and Communities/Global Challenges)	Students will explore their own global community at the city/town, country, and world level. They will compare and contrast their own life with global challenges from around the world, such as population, geography, social welfare, and economic and environmental issues.	Dec- Mar	Formative <ul style="list-style-type: none"> · Quizzes · Homework · Written Assignments · Oral Presentations · Observations · Participatory Rubrics · Role Play

			<ul style="list-style-type: none"> · Dialogues · Research Assignments · Interviews · Creating a book · Timed chat (20 seconds)
			Summative <ul style="list-style-type: none"> · Integrated Performance Assessment (reading, writing, listening, and speaking)
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> · Student Survey · Oral Questions/ Discussion · Anticipatory Set Questions
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> · Oral or Technology assisted Presentations · Craft style Projects
Unit #3: The Restaurant & Food/Diet (AP Themes: Contemporary Life /Beauty and aesthetics)	Students will explore contemporary life among various cultures, including but not limited to social values and customs around food, diet, daily life, entertainment, and relationships.	Mar- Jun	Formative <ul style="list-style-type: none"> · Quizzes · Homework · Written Assignments · Oral Presentations · Observations · Participatory Rubrics · Role Play · Dialogues · Research Assignments · Interviews · Creating a book · Timed chat (20 seconds)
			Summative <ul style="list-style-type: none"> · Integrated Performance Assessment (reading, writing, listening, and speaking)
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> · Student Survey · Oral Questions/ Discussion · Anticipatory Set Questions
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> · Oral or Technology assisted Presentations · Craft style Projects

Robbinsville Public Schools

Unit #1: Public & Personal Identities - Self / School

<p>Enduring Understandings:</p> <p><u>Communication</u> We understand and express personal and public identities through interpersonal, interpretive and presentational communication.</p> <p><u>Cultures</u> Cultural practices surrounding greetings and naming relate to cultural perspectives</p> <p>Cultural products associated with holidays and celebrations relate to cultural perspectives</p> <p><u>Connections</u> Who we are and how we relate to others is a result of many factors including where we are from, where we are presently and what we experience.</p> <p><u>Comparisons</u> How we address others varies by language and culture</p> <p><u>Communities</u> Spanish helps us participate in communities inside and outside of school</p> <p>ACTFL. (n.d.) National Standards for Foreign Language Education. http://www.actfl.org/node/192</p>	<p>Essential Questions:</p> <p>*How do the roles that families and school communities assume differ in societies around the world?</p> <p>*How do individuals (students) contribute to the well-being of the school community?</p> <p>*How do language and culture influence identity?</p> <p>*How does an identity of a person develop over time?</p> <p>*How are the various aspects of our identities and personality expressed in various situations?</p>
<p style="text-align: center;">Interdisciplinary Connections</p> <p>K.CC.A.1. Count to 100 by ones and by tens.</p> <p>K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>Example: Students will learn number names and the count sequence in the target language as well as use numbers to tell quantities, age, and location.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<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:</p>	<p>Students will be able to...</p> <p>Give biographical information using the alphabet, numbers, and calendar vocabulary.</p> <p>Use greetings, salutations, introductions, and polite expressions.</p> <p>Inquire about how others are doing and feeling.</p> <p>Distinguish between and use the formal and informal you (usted/tú) in appropriate situations.</p> <p>Function as a student by using survival classroom expressions (¿Puedo ir al baño? ¿Necesito...? Sacar...)</p> <p>Describe themselves using adjectives (colors, physical and personality traits, origin/nationality) and to be verb ser.</p> <p>Ask others and respond to simple questions about themselves.</p> <p>Describe their likes and dislikes using the verb gustar and ask others about their preferences.</p> <p>Use estar to describe their feelings</p> <p>SCHOOL: Describe who they are as a student</p> <p>Describe the characteristics of good and bad students</p>	<ul style="list-style-type: none"> - Concept mapping vocabulary - Categorize vocabulary / concepts - Real World application - Current events -Guess Who (with ID cards or blindfolds) -Inner/outer circle -Info-gaps - PowerPoints -Letter writing to other students -Class readings and discussion -Activity-Make a Choice (tú vs Ud.) -Centers - Socratic Circle -Timed chat (20 seconds) -Gallery walks -Interviews - Cloze activities - Close readings - Question making -Dialogues / skits -Graphic organizers to compare and contrast -Filling out identify document for travel -TPR(S) -Gustar foldable: (things/activities) -Venn diagram -Create an interview with a partner during which you express your preferences -View and create infographics comparing US and Spanish speaking culture 	<p>Recycle (REVIEW):</p> <p>Grammar:</p> <p>Formal and informal you: tú and usted</p> <p>Yo form of ser</p> <p>A mi me gusta (gustar)</p> <p>The verb tener (for age)</p> <p>Adjective noun agreement</p> <p>Vocabulary:</p> <p>Numbers</p> <p>Calendar vocabulary (days, weeks, months)</p> <p>Seasons and weather:</p> <p>Emotions (¿Cómo estás?)</p> <p>School (recycle):</p> <ul style="list-style-type: none"> -Ordinal numbers -Subjects/ Asignaturas -After school activities -For comparing classrooms (uniformes, público/a, privado/a, muchachos/as) <p>NEW (school):</p> <p>Grammar:</p> <ul style="list-style-type: none"> -ar, -er, and -ir verb conjugation 	<p>Integrated Performance Assessments (IPA) with rubric (Listening, speaking, writing, reading)</p> <p>Written and verbal quizzes</p> <p>Worksheets</p> <p>Project rubric assessments</p> <p>Class participation</p> <p>Story pyramids</p> <p>Cheat Notes</p> <p>Responses to discussion questions</p> <p>Daily Homework</p> <p>In class assignments and presentations</p> <p>Semantic mapping</p> <p>Interpersonal round robin</p> <p>Quizzes on vocabulary and grammar points</p>

<p>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> <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> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate</p>	<p>Write recommendations/ give advice to peers about school</p> <p>Describe their school schedule and classes</p> <p>Compare the classes Spanish speakers take (and how this varies by factors like gender and public/private schools) with their own.</p> <p>Compare grading systems used at PRMS with those used in Spanish speaking countries.</p> <p>Express how they contribute to or participate in the school community.</p> <p>Explore how family, school life, and region are connected.</p> <p>Identify how family and school life is affected by regional climate, customs and practices (i.e. siestas due to heat).</p> <p>Observe differences amongst actual photos of children around the world (in connection to regional differences).</p> <p>Express preferences related to the schools.</p> <p>Ask and answer questions about favorite classes and why.</p> <p>Describe their teachers and classes using the verb ser.</p> <p>Demonstrate an understanding of the importance education has in different families and regions after viewing films and listening to stories on farm workers and immigrant families. Read authentic text (i.e. media such as videos, images, ads, articles etc.) and develop questions answered by the text</p>	<p>- Storytelling based on picture prompts</p> <p>- Create your own definition of a word in target language</p> <p>- Circumlocution</p> <p>- Create a dialogue between you and a student from a Spanish country and discuss differences/ similarities in your _____.</p> <p>- Describe your ideal _____ and explore advantages and disadvantages</p> <p>- Tell students to take note of the vocabulary words as the teacher reads the story. Every time a vocabulary word comes up the whole class is to say it out loud.</p> <p>Silent Ball – students are in a circle, sitting on their desks. silent! They toss the ball to each other and call out vocabulary words. Review activity.</p> <p>Onion activity – have students (and teacher) write questions on paper and crumple up the paper and roll the paper on top of the other papers. Teacher plays music, and students’ play hot potato with the ball. When the music stops, they must peel a question off the onion and answer it"</p>	<p>comparisons (más que/ menos que; mejor que)</p> <p>Time (a qué hora)</p> <p>necesitar</p> <p>Vocabulary: subjects classroom materials school activities adjectives to describe classes habits of good/bad students frequency terms (todos los días, siempre, nunca, etc.)</p> <p>Resources: Internet http://esp1.colestock.com/ ** http://spanish-resources.com/ www.videoele.com http://www.spanish.cl/reading.htm http://www.learnpracticalspanishonline.com/beginner/beginner-readings.html https://spanish.yabla.com/ http://www.123teachme.com/learn_spanish/spanish_reading_passages http://spanish4teachers.org/spanishlisteningactivities/ http://www.spanishlistening.org/ https://www.quia.com/</p>	<p>In class rubric assessed class presentations</p> <p>Gallery walk rubric assessed poster</p> <p>Pair in class rubric assessed dialogue presentation</p> <p>Rubric assessed dialogue and presentations.</p> <p>Summative: (review from last year) Explain with words and pictures that you really enjoy doing (collage)</p> <p>Summative: (school) Project: Write a letter to a penpal that describes your typical school day and include questions of your own about your pen pal’s daily life.</p> <p>Interpretive: Could you read a postcard or letter from a Spanish-speaking friend and understand the key points?</p> <p>Interpersonal: Could you understand and respond to some basic questions about how you spend your day</p>
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<p>change in the student's community and/or different regions in the United States.</p> <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> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>			<p>www.quizlet.com http://www.iteachspanish2.com/Spanish_for_Teachers/Bienvenidos.html</p> <p>https://www.laits.utexas.edu/spe/</p> <p>http://www.fluentin3months.com/spanish-reading-practice/ ****</p> <p>https://www.newsinslowspanish.com/</p> <p>http://www.miscositas.com/cuentos.html</p> <p>http://www.creativelanguagelclass.com/</p> <p>https://spanishplans.org/ http://miscloselocals.blogspot.com/</p> <p>lyricstraining.com</p> <p>http://me-encanta-escribir.blogspot.fr/search/label/interactivo</p> <p>http://me-encanta-escribir.blogspot.com/ http://www.soleducational.com/</p> <p>Magazines:¿Qué Tal? & Okapi Newspapers: http://www.onlinenewspapers.com/spain.ht</p>	<p>and what you think of it?</p> <p>Presentational: Could you write another short email to a penpal providing additional information about yourself in Spanish and asking some further basic questions about your new friend?</p> <p>Choices: web page, travel brochure, skit, webpage, infographic, PowerPoint/Prezi, video. (Choices may be presented as RAFT/GRASP)</p> <p>(role play, writing, reading, speaking, etc.)</p>
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			m Mi pais, CNN en español; El Diario	
			Infographics	
			Photographs	
			Movies (clips and full movies)	

Robbinsville Public Schools

Unit #2: Families & Communities - The City

<p>Enduring Understandings:</p> <p><u>Communication</u> We share our views on family and educational communities through interpersonal, interpretive and presentational communication.</p> <p><u>Cultures</u> Familial involvement in school communities is a practice that varies by culture and socioeconomic status and reflects different perspectives.</p> <p>The family functions to locate children socially and plays a major role in their socialization.</p> <p><u>Connections</u> Knowledge of geographical regions and climate helps us understand differences in school and family communities.</p> <p>Studying the family and familial structures in an entrance into the field of sociology.</p> <p><u>Comparisons</u> US and Spanish speaking schools differ in terms of the importance placed on certain recreational, academic, and familial elements.</p> <p><u>Communities</u> Spanish helps me participate in communities inside and outside of school.</p> <p>ACTFL. (n.d.) National Standards for Foreign Language Education. http://www.actfl.org/node/192</p>	<p>Essential Questions:</p> <p>*Is ethnic identity as important as national identity?</p> <p>*What are the possible solutions to social, political, and environmental challenges facing society in the world?</p> <p>*How do individuals in societies define their own quality of life?</p> <p>The College Board. (2015). AP® Spanish Language and Culture Curriculum Framework. http://media.collegeboard.com/digital Services/pdf/ap/ap-course-overviews/ap-spanish-language-and-culture-course-overview.pdf</p>
<p style="text-align: center;">Interdisciplinary Connections</p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p>	

Example: Students will map out their families, where they are from and how they are related, as well as create maps for the location of people and items within their homes, school, and community.

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<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</p>	<p>Students will be able to...</p> <p>Identify and describe places in the city</p> <p>Interpret signs and billboards in a Spanish-speaking city</p> <p>Explain what they and their families/friends do in the city</p> <p>Explain where places and people are located in the city</p> <p>Ask for and explain directions around the city</p> <p>Ask and answer for help/ recommendations of where to go and what to do in the city</p> <p>Invite others to complete activities with them</p> <p>Ask location, time, and other details of events taking place in the city</p> <p>Compare and contrast community issues to those of Spanish speaking countries (economical, social welfare, environment, etc.)</p> <p>Read authentic text (i.e. media such as videos, images, ads, articles etc.) and develop questions answered by the text</p> <p>Use vocabulary to give some descriptions of things we must do in order to help the environment. (reciclar, conservar luz-light, usar energia solar, no comprar productos</p>	<ul style="list-style-type: none"> - Concept mapping vocabulary - Categorize vocabulary / concepts - Real World application - Current events -Guess Who (with ID cards or blindfolds) -Inner/outer circle -Info-gaps - PowerPoints -Letter writing to other students -Class readings and discussion -Activity-Make a Choice (tú vs Ud.) -Centers - Socratic Circle -Timed chat (20 seconds) -Gallery walks -Interviews - Cloze activities - Close readings - Question making -Dialogues / skits -Graphic organizers to compare and contrast -Filling out identify document for travel -TPR(S) -Gustar foldable: (things/activities -Venn diagram -Create an interview with a partner during which you express your preferences -View and create infographics comparing US and Spanish speaking culture 	<p>Grammar: estar (location and feelings) ir a (to go) jugar (to play) querer question making tu commands verb conjugation</p> <p>Vocabulary: Family(recycle): -immediate family -extended family New: places in the city prepositional phrases direction verbs community issues (conservation, contamination, hospital (indigenous), money)</p> <p>Resources: McFarland,USA (Movie)</p> <p>Stories on peonies (farm workers)</p> <p>Los Romani- gypsies video clip</p> <p>Internet:</p>	<p>Integrated Performance Assessments (IPA) with rubric (Listening, speaking, writing, reading)</p> <p>Written and verbal quizzes</p> <p>Worksheets</p> <p>Project rubric assessments</p> <p>Class participation</p> <p>Story pyramids</p> <p>Cheat Notes</p> <p>Responses to discussion questions</p> <p>Daily Homework</p> <p>In class assignments and presentations</p> <p>Semantic mapping</p> <p>Venn diagrams</p> <p>Reading comprehension</p>

<p>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> <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> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>	<p>empacados- don't buy pre-packaged products, etc)</p> <p>Create a PSA either video or poster addressing an issue in immigration faced in the US</p>	<ul style="list-style-type: none"> - Storytelling based on picture prompts - Create your own definition of a word in target language - Circumlocution - Create a dialogue between you and a student from a Spanish country and discuss differences/ similarities in your _____. - Describe your ideal _____ and explore advantages and disadvantages - Tell students to take note of the vocabulary words as the teacher reads the story. Every time a vocabulary word comes up the whole class is to say it out loud. - Look at pictures from around the world and practice speaking - Big paper writing (for a picture prompt/song/story/ etc.) - Current events (modify and combine with calendar) to show your understanding of issues relating to the environment, politics or social concerns by reading passages and answering questions in English - Read the descriptions of things we must do in order to help the environment and, using the vocabulary, write the MANDATO in the NOSOTROS form that corresponds with the description. - Watch video clip of the story of "The Romani(Who are the gypsies?), create a Venn diagram to compare and contrast racial and ethnic prejudices in US and Spain Silent Ball – students are in a circle, sitting on their desks. silent! They toss 	<p>YouTube and internet for World Images http://esp1.colestock.com/ ** http://spanish-resources.com/ www.videoele.com http://www.spanish.cl/reading.htm http://www.learnpracticalspanishonline.com/beginner/beginner-readings.html https://spanish.yabla.com/ http://www.123teachme.com/learn_spanish/spanish_reading_passages http://spanish4teachers.org/spanishlisteningactivities/ http://www.spanishlistening.org/ https://www.quia.com/ www.quizlet.com http://www.iteachspanish2.com/Spanish_for_Teachers/Bienvenidos.html https://www.laits.utexas.edu/spe/ http://www.fluentin3months.com/spanish-reading-practice/ **** https://www.newsinslowspanish.com/ http://www.miscositas.com/cuentos.html</p>	<p>Interpersonal round robin</p> <p>Socratic Circle</p> <p>Quizzes on vocabulary and grammar points</p> <p>In class rubric assessed class presentations</p> <p>Gallery walk rubric assessed poster</p> <p>Pair in class rubric assessed dialogue presentation</p> <p>Rubric assessed dialogue and presentations.</p> <p>Summative: Writing: Summarize global issues that are important in your culture/city and compare and contrast it with that of a Spanish-speaking country. RAFT Assignment (students take the role of a character from McFarland USA and address similarities differences through major themes of the movie)</p> <p>Project: Create a map of a city</p>
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<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> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>		<p>the ball to each other and call out vocabulary words. Review activity.</p> <p>Onion activity – have students (and teacher) write questions on paper and crumple up the paper and roll the paper on top of the other papers. Teacher plays music, and students' play hot potato with the ball. When the music stops, they must peel a question off the onion and answer it"</p>	<p>http://www.creativelanguagelclass.com/</p> <p>https://spanishplans.org/ http:// misclaseslocas.blogspot.com/</p> <p>lyricstraining.com</p> <p>http://me-encanta-escribir.blogspot.fr/search/label/interactivo http://me-encanta-escribir.blogspot.com/ http://www.soleducational.com/</p> <p>Magazines:¿Qué Tal? & Okapi Newspapers: http://www.onlinenewspapers.com/spain.htm Mi pais, CNN en español; El Diario</p> <p>Infographics</p> <p>Photographs</p> <p>Movies (clips and full movies) El medioambiente-the environment http://wwpms.sharpschool.com/common/pages/DisplayFile.aspx?itemId=20274159</p>	<p>Interpretive: Can you read a map and answer basic questions about the map? Can you read signs, billboards, tourist advertisements, commercials, or other information https://www.youtube.com/watch?v=z70wX8wLRtIaround the city and understand the key points (from a Spanish-speaking country)?</p> <p>Interpersonal: Can you address and come up with a solution to a problem someone might have in a city with someone from a Spanish speaking country? (create a dialogue / pick out of a hat)</p> <p>Presentational: Could you explain what you do with your free time and what sort of options are available in your community?</p> <p>Choices: web page, travel brochure, skit, webpage, infographic, PowerPoint/Prezi, video. (Choices may be presented as RAFT/GRASP)</p>
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				(role play, writing, reading, speaking, etc.)
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Unit #3: Contemporary Life - Restaurant & Food / Diet

<p>Enduring Understandings:</p> <p><u>Communication</u> Students will express their understanding of cultural celebrations through interpersonal, interpretive and presentational communication.</p> <p>Identifying cognates, using context clues, and media (such as maps, art, cuisine) are strategies one can use to communicate effectively. Language is appreciated and used verbally, non-verbally, and culturally.</p> <p><u>Culture</u> Students will understand that celebrations are cultural practices that express cultural perspectives and can be understood through products such as foods, music, art, clothing.</p> <p><u>Connections</u> The Spanish-speaking world is made up of many different countries, each with their own culture.</p> <p><u>Comparisons</u> One can learn similarities and differences between cultures, as well as gain new perspectives. Food affects culture and culture affects food.</p> <p>Cultural products associated with celebrations are best understood through the respective culture's perspectives.</p> <p><u>Communities</u> Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society. The inter-relationship of food and culture is long-lasting.</p> <p>Society's concept of beauty causes individuals and communities to act differently in different cultures as seen through cultural celebrations.</p>	<p>Essential Questions:</p> <p>*How do culture practices and perspectives influence people in contemporary lives?</p> <p>*How do individuals and societies define their own quality of life?</p> <p>*How do challenges of contemporary life vary with culture?</p> <p>*How are challenges of contemporary life addressed as they vary with culture?</p> <p><i>*The College Board. (2015). AP® Spanish Language and Culture Curriculum Framework. http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-spanish-language-and-culture-course-overview.pdf</i></p> <p><i>*ACTFL. (n.d.) National Standards for Foreign Language Education. http://www.actfl.org/node/192</i></p>
<p>SOCIAL STUDIES:</p>	

Interdisciplinary Connection

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Example: Students develop a sense of community when holding themselves and each other accountable to the rules and daily function of the classroom. Collaboration is an essential skill in communication as it takes both listening and speaking skills to do effectively.

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<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:</p>	<p>Talk about foods and beverages for breakfast, lunch, and dinner.</p> <p>Describe foods (taste, ingredients, etc.)</p> <p>Explain preferences about food and drinks</p> <p>Demonstrate an understanding of cultural perspectives around “el mercado”</p> <p>Express their likes and dislikes of different foods and beverages in written and spoken form.</p> <p>Interpret an authentic Spanish menu</p> <p>Order in a Spanish-speaking restaurant and engage in typical restaurant conversation</p> <p>Compare and contrast the cost of a meal or dining experience in a Spanish-speaking country to that of at home</p> <p>Compare and contrast practices surrounding food and diet of Spanish speaking countries</p> <p>Explain how the availability of resources impact food and diet around the world</p>	<ul style="list-style-type: none"> - Concept mapping vocabulary - Categorize vocabulary / concepts - Real World application - Current events - Guess Who (with ID cards or blindfolds) - Inner/outer circle - Info-gaps - PowerPoints - Letter writing to other students - Class readings and discussion - Activity-Make a Choice (tú vs Ud.) - Centers - Socratic Circle - Timed chat (20 seconds) - Gallery walks - Interviews - Cloze activities - Close readings - Question making - Dialogues / skits - Graphic organizers to compare and contrast - Filling out identify document for travel - TPR(S) - Venn diagram 	<p>Grammar:</p> <ul style="list-style-type: none"> - ser (to describe food) - verb conjugations - how to order - poder - preferir - necesitar - querer - me gustaría - question making - ¿Cuánto cuesta? <p>Vocabulary:</p> <ul style="list-style-type: none"> - food - ingredients (allergies, etc.) - adjectives to describe foods (ácido, dulce, amargo, etc.) - market/supermarket (compare and contrast, preservatives, etc.) - bargaining in a market (sale, offer, cuesta mucho) 	<p>Integrated Performance Assessments (IPA) with rubric (Listening, speaking, writing, reading)</p> <p>Written and verbal quizzes</p> <p>Worksheets</p> <p>Project rubric assessments</p> <p>Class participation</p> <p>Story pyramids</p> <p>Cheat Notes</p> <p>Responses to discussion questions</p> <p>Daily Homework</p> <p>In class assignments and presentations</p>

<p>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> <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> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>7.1.NH.PRSNT.6:</p>	<p>Compare and contrast practices surrounding contemporary life (i.e. food and diet) of their own family to families in the same community (highlighting cultural differences within people in the same community)</p> <p>Describe the importance of food in celebrations/traditions</p> <p>Explain the tradition surrounding merienda</p> <p>Invite others to complete activities with them</p> <p>Read authentic text (i.e. media such as videos, images, ads, articles etc.) and develop questions answered by the text</p>	<p>-Create an interview with a partner during which you express your preferences</p> <p>-View and create infographics comparing US and Spanish speaking culture</p> <p>-En el Mercado video- haggling Venn diagram to compare a supermarket with a typical open air market</p> <p>- Storytelling based on picture prompts</p> <p>- Create your own definition of a word in target language</p> <p>- Circumlocution</p> <p>-Create a dialogue between you and a student from a Spanish country and discuss differences/ similarities in your _____.</p> <p>-Describe your ideal _____ and explore advantages and disadvantages</p> <p>- Tell students to take note of the vocabulary words as the teacher reads the story. Every time a vocabulary word comes up the whole class is to say it out loud</p> <p>- Look at menus from Spanish-speaking countries</p> <p>- WebQuest on fast-food chains (students explore fast food restaurants in Spanish speaking countries and compare and contrast)</p> <p>- Create a dialogue between server and client (Real World HW? - go to a Mexican / Colombian /Cuban restaurant and order in Spanish and record yourself)</p> <p>-Look at the Time magazine <u>What the world eats</u> article and create a chart to compare how much people spend on food and what they eat and describe how environments and cultures influence the cost and calories of the</p>	<p>Resources (see above): Tumblr.com for images of authentic menus</p> <p>School lunches video clip https://www.youtube.com/watch?v=Po0O9tRXCyA</p> <p>La dieta de Michael Phelps infographic https://ivanero9.wordpress.com/2012/08/25/la-dieta-de-michael-phelps-hipercalorica-y-no-muy-recomendada/</p> <p>Time magazine <u>What the world eats</u> article</p> <p>-Breakfast and lunches around the world http://viewpure.com/r/y1E1uzPSU0</p> <p>Look at food labels from around the world (American food vs Hispanic food- have students bring in their own food labels/ingredients/recipes/calories to compare with others-highlight differences between people from the same community)</p> <p>Real World application- compare and contrast the prices</p>	<p>Semantic mapping</p> <p>Venn diagrams</p> <p>Reading comprehension</p> <p>Interpersonal round robin</p> <p>Socratic Circle</p> <p>Interpersonal round robin</p> <p>Quizzes on vocabulary and grammar points</p> <p>In class rubric assessed class presentations</p> <p>Gallery walk rubric assessed poster</p> <p>Pair in class rubric assessed dialogue presentation</p> <p>Rubric assessed dialogue and presentations.</p> <p>Summative: Project: Menu / Food show Writing- Summarize issues/ cultural aspects that are important in your culture and compare and contrast it with that of a Spanish-speaking country.</p>
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<p>Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p> <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> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>		<p>world's dinners</p> <p>-Do Now/Warm up- turn and talk/pair share after viewing "Lunches /breakfasts around the world" video clips "la dieta de Michael Phelps" infographic</p> <p>- Interview classmates about their diet and collect data (how many meals a day, organic/non-organic, how many times go to supermarket a week, who shops at market vs supermarket, etc.) and create a graph to represent findings</p> <p>-Interview epal and twitter friends (global connections)</p> <p>Silent Ball – students are in a circle, sitting on their desks. silent! They toss the ball to each other and call out vocabulary words. Review activity.</p> <p>Onion activity – have students (and teacher) write questions on paper and crumple up the paper and roll the paper on top of the other papers. Teacher plays music, and students' play hot potato with the ball. When the music stops, they must peel a question off the onion and answer it</p>	<p>of produce at supermarket vs farmer's market</p> <p>zachary-jones.com (art based language instruction)</p> <p>reflecciones.kd.blogspot.com (authentic video clips of latin american food)</p> <p>La Oruga Muy Hambrienta (The Very Hungry Caterpillar)</p> <p>Internet: http://viewpure.com/ry1E1uzPSU0 YouTube and internet for World Images http://esp1.colestock.com/ ** http://spanish-resources.com/www.videoele.com/http://www.spanish.cl/reading.htm http://www.learnpracticalspanishonline.com/beginner/beginner-readings.html https://spanish.yabla.com/ http://www.123teachme.com/learn_spanish/spanish_reading_passages http://spanish4teachers.org/spanishlisteningactivities/</p>	<p>Interpretive: Can you read and interpret a menu from a Spanish-speaking country, compare it to a menu and foods found at home, and compare the total cost with the same sort of meal in the US?</p> <p>Interpersonal: If you were dropped off in a Spanish speaking country, could you find and order a typical meal from an authentic restaurant or eating establishment and engage in typical restaurant conversation?</p> <p>Presentational: Could you describe the foods that you typically eat and compare them to foods of Spanish-speaking countries?</p> <p>Choices: web page, travel brochure, skit, webpage, infographic, PowerPoint/Prezi, video. (Choices may be presented as RAFT/GRASP)</p> <p>(role play, writing, reading, speaking, etc.)</p>
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			<p>Magazines:¿Qué Tal? & Okapi</p> <p>Newspapers: http://www.onlinenewspapers.com/spain.htm Mi país, CNN en español; El Diario</p> <p>http://time.com/8515/what-the-world-eats-hungry-planet/</p> <p>Infographics</p> <p>Photographs</p> <p>Movies (clips and full movies)</p>	
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General Differentiated Instruction Strategies

- Leveled texts
- Chunking texts
- Choice board
- Socratic Seminar
- Tiered Instruction
- Small group instruction
- Guided Reading
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures
- Adjust length of assignment

- Repeat, reword directions
- Brain breaks and movement breaks
- Brief and concrete directions
- Checklists for tasks
- Graphic organizers
- Assistive technology (spell check, voice to type)
- Study guides
- Tiered learning stations
- Tiered questioning
- Data-driven student partnerships
- Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjust length of assignment ● Timeline with due dates for reports and projects ● Communication system between home and school ● Provide lecture 	<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners 	<ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory 	<ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers

notes/outline		learning	
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read the directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.

- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining them with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>

- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, from early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>

ROBBINSVILLE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
WORLD LANGUAGE - SPANISH DEPARTMENT

8TH GRADE SPANISH 1C

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BOARD OF EDUCATION INITIAL ADOPTION DATE:

Course Philosophy

All students are capable of learning a second language to the same degree that they know and are able to use their first language. Therefore, World Language study must be equitably accessible for all students. The main goal for modern world language education is to help students develop the proficiency necessary to communicate with speakers of another language in culturally appropriate ways. World language study is an integral part of the core curriculum so that all students can enhance their ability to function successfully in a global society by developing linguistic proficiency and intercultural competence in a second language.

Language learning is a lifelong process. For learners to attain the advanced level of language proficiency necessary to be successful in their careers or post-secondary studies, world language instruction should begin in the elementary grades and continue with well-articulated sequences of instruction that continue uninterrupted through middle and high school right into the post-secondary level. Students acquire language when it is meaningful and interesting and when they can use it in a non-threatening environment. To become proficient in a second language, students need to use the language in a variety of real-life, meaningful and culturally accurate situations designed to promote relevant communication.

Interdisciplinary learning connections are created when students are learning another language. Language learning equips students to interpret a variety of authentic live, print and technology-based texts and resources to access knowledge related to all content areas. World languages are a tool to provide content-based learning in reading, writing, mathematics, and all other subject areas. World language study also develops higher-order thinking skills, which enhances learning and achievement across content areas. Proficiency in at least one language other than English greatly enhances college and career readiness in a globally interconnected world.

Learning an additional language helps students understand the nature of language systems, including their own, and how language and thought are inextricably linked. Through language learning, students can understand and appreciate other cultures' worldviews, unique ways of living and behavior patterns, as well as their contributions to humankind. By learning another language, students gain access to the different culture(s) associated with that language. They learn to appreciate the different ways of life and accomplishments of each culture. In doing so, they become more reflective about their own culture, and they are able to generalize about the components of culture.

Course Description

Spanish 1C is the capstone year of the language learning experience in the middle school program. Students engage in an interactive study of the following six AP Themes: Personal & Public Identities, Families & Communities, Contemporary Life, Beauty & Aesthetics, Global Challenges, and Science & Technology. The course builds off students' knowledge of said themes developed during their preliminary exposure in both Spanish 1A and 1B, approaching topics using higher level skills while recycling familiar ideas. Spanish 1C aims to grow students' communicative skills, specifically proficiency in speaking, close reading, listening, and writing. The course frames communicative skills within the three modes of communication: interpersonal, presentational, and interpretative. Students explore interdisciplinary content through the lens of cultural understanding and global awareness. The middle school program aims to prepare students for continuation of language study in one or more of the languages offered within our district's high school program.

Course Proficiency Goals

Overview of Proficiency Goals

As students demonstrate proficiencies along the language learning continuum, they will also strive to meet proficiency goals in speaking, reading, writing, and listening by the end of each section of Spanish 1 and subsequent courses. Proficiency standards are aligned with the American Council on 'Teaching Foreign Languages' (ACTFL) proficiency guidelines.

End of Spanish 1A (6th grade) - Novice Low to Novice Mid

End of Spanish 1B (7th grade) - Novice Mid to Novice High

End of Spanish 1C (8th grade) - Novice High to Intermediate Low

Instructional and assessment practices take into consideration students' individual differences in developing proficiency. Tasks are designed to simulate real world situations and to inclusively allow students of all levels to demonstrate their particular proficiency level.

Proficiency Goal for Spanish 1C (8th Grade)

Over the course of Spanish 1C students will progress from **Novice Mid/High** to **Novice High/Intermediate Low** proficiency level in speaking, writing, reading, and listening.

As students move to Novice High, they will be able to speak, ask and respond to simple questions on familiar topics, although they require repetition. In addition to using learned phrases, students will be able form original simple sentences and begin attempting to elaborate on familiar topics. Pronunciation, vocabulary, and syntax may still be strongly influenced by their first language. As students reach Novice High proficiency, they are generally understood without much difficulty by those accustomed to language learners. Errors are frequent.

Students moving towards Intermediate Low will begin to create with language drawing on familiar topics. Students elaborate using extensions and can form more questions. Their speech is characterized by pauses, and pronunciation, vocabulary, and syntax may still be influenced by the native language, however, they are understood by those accustomed to language learned without difficulty. Errors are frequent, but usually do not impact comprehensibility.

ACTFL (2012). *Proficiency Guidelines*. http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts. Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life: Initiate, maintain, and end a conversation; Ask for and give permission; Express needs; Give reasons; Request, suggest, and make arrangements; Extend, accept, and decline an invitation; Express an opinion and preference.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● Teacher Created Resources● Chromebooks● Google Classroom● Google Suite (Doc, Slides, etc.)● Online subscriptions to linguistic rich sites such as DuoLingo and Rockalingua● Youtube access to authentic stories, videos and music in target language● Authentic texts and audio	<ul style="list-style-type: none">● Anchor Charts in the Target Language● Headphones/Earbuds● External Mouse● Digital Management Tools (Ex. Hapara)● Art supplies (Construction Paper, Drawing Paper, Crayons, Markers, Scissors, Glue Sticks)

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: Students identify how they and their classmates are feeling through gestures, visual aids, and expressive vocabulary.

Example 2: Students reflect on their work by reading positive feedback given by their peers.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: Students are given options in how they would like to complete assignments based on their individual strengths and needs.

Example 2: Students are provided various strategies throughout their learning process such as step by step directions and graphic organizers.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Students are introduced to diverse backgrounds and cultures in order to find similarities within their own culture.

Example 2: Students share their personal perspectives within their family, school, and community groups to promote global awareness.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Students work collaboratively to make connections with their peer groups.

Example 2: Students acquire language when it is meaningful, can foster positive peer relationships, and when they can use it in a non-threatening environment.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of

self and others.

Example 1: Students use the language in a variety of real-life, meaningful and culturally accurate situations designed to promote relevant communication.

Example 2: Students develop higher-order thinking skills, which enhances learning and achievement across content areas, when working collaboratively and being held accountable for supporting their ideas.

Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	<ul style="list-style-type: none"> • 9.4.8.CI.2: Repurpose an existing resource in an innovative way. • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. <p>Example: Students work collaboratively on assignments to share their creative strengths.</p> <p>Can be found in unit:(Units 1, 2, 3, 4, 5,& 6)</p>
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> • 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective. • 9.4.8.CT.3: Compare past problem-solving solutions to local, national or global issues and analyze the factors that led to a positive or negative outcome. <p>Example: Students compare what they are learning to what they already know to find solutions.</p> <p>Can be found in unit:(Units 1, 2, 3, 4, 5,& 6)</p>
Digital Citizenship	<ul style="list-style-type: none"> • 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 identity 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 <p>Example: Students learn the importance of managing digital identities and maintaining appropriate online behavior.</p> <p>Can be found in unit:(Units 1, 2, 3, 4, 5,& 6)</p>
Global and Cultural Awareness	<ul style="list-style-type: none"> • 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

	<p><i>to achieve a group goal.</i></p> <p>Example: Students learn about various cultures to gain perspective and awareness of global communities.</p> <p>Can be found in unit:(Units 1, 2, 3, 4, 5,& 6)</p>
Information and Media Literacy	<ul style="list-style-type: none"> • <i>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</i> • <i>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media.</i> • <i>9.4.8.IML.10: Examine the consequences of the use of media.</i> • <i>9.4.8.IML.11: Predict the personal and community impact of online and social media activities.</i> • <i>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</i> <p>Example: Students discuss the use of social media and the positive or negative effects it can have on relationships.</p> <p>Can be found in unit:(Units 1, 2, 3, 4, 5,& 6)</p>
Technology Literacy	<ul style="list-style-type: none"> • <i>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem.</i> • <i>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</i> <p>Example: Students exchange ideas and share information to combine into an organized digital format.</p> <p>Can be found in unit:(Units 1, 2, 3, 4, 5,& 6)</p>

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Career Awareness and Planning Standards 9.2

• 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.	Students learn about different professions where being multilingual would be beneficial.
• 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.	Students learn about the personal and financial benefits of being multilingual.
• 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	Students learn how to express their likes and dislikes compared to probable career choices.
• 9.2.5.CAP.2: Identify how you might like to earn an income.	Students learn about the personal and financial benefits of being multilingual.
• 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	Students learn about different professions where being multilingual would be beneficial.
• 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.	Students learn about different professions where being multilingual would be beneficial.
• 9.2.5.CAP.8: Identify risks that individuals and households face.	Students learn about other cultures and how the career opportunities may differ from their own cultures.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

8th Grade - Spanish 1C

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments
Unit #1: Personal & Public Identities	<p>The purpose of this unit is to equip students to <i>share</i> aspects of their own personal and public identities and to better understand the identities of others.</p> <p>The unit guides students through forces that shape identity around the globe such as assimilation and multiculturalism, highlighting interaction between European and Pre-colombian civilizations.</p> <p>Students will learn to <i>describe</i> their own identities and others' in terms of beliefs and values. Exploring their biographical information, personalities, interests, career paths, education, and national holidays allows students to fully access and <i>express</i> their own identities.</p>	Sept.-Oct.	Formative <ul style="list-style-type: none"> Spontaneous speaking activities discussing videos and photos of students around the world. Interpretive quizzes. Close readings of assorted texts, including summarizing and questioning. Socratic Seminar style discussions. Short-answer written practice. Whole-class natural questioning. Checks for understanding. Reflections. Listening activities. Video activities.
			Summative <ul style="list-style-type: none"> Rubric based speaking assessments: Mock Interviews. Rubric based Presentations: Mock Career Fair. Responding to Essential Questions. Writing paragraphs. Mini-essays (individual & group). Writing letters. Responding to Essential Questions
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> Surveys of prior knowledge. Group brainstorms. Concept maps. Question based Do Nows. Responding to Essential Questions.
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> Oral or Technology assisted Presentations Craft style Projects

Unit #2: Families & Communities	<p>This unit aims to engage students in discussions of the interactions between family and community structures, equipping them with the language skills to draw comparisons between communities and analyze the impact of communities' cultures on family life.</p> <p>The unit touches on themes of age, class, customs, and gender as students explore not just the visible features of communities and perspectives they reflect, but families' and communities' daily routines and division of labor. Students develop an understanding of how communities and homes around the world reflect the culture, economics, climate, and geography of the places surrounding them.</p>	Nov.-Dec..	<p>Formative</p> <ul style="list-style-type: none"> · Spontaneous speaking activities discussing videos and photos of students around the world. · Interpretive quizzes. · Close readings of assorted texts, including summarizing and questioning. · Socratic Seminar style discussions. · Short-answer written practice. · Whole-class natural questioning. · Checks for understanding. · Reflections. · Listening activities. · Video activities. <p>Summative</p> <ul style="list-style-type: none"> · Rubric based speaking assessments: <ul style="list-style-type: none"> -Community Comparisons. -My Daily Routine. · Rubric based Presentations: <ul style="list-style-type: none"> -House for Sale -A Day in the Life of... · Responding to Essential Questions. · Paragraph writing. · Mini-essays (individual & group). <p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> · Surveys of prior knowledge. · Group brainstorms. · Concept maps. · Question based Do Nows. · Responding to Essential Questions. <p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> · Oral or Technology assisted Presentations · Craft style Projects
Unit #3: Contemporary Life	Students will explore contemporary life among various cultures, including but not limited to social values and customs around food, diet, daily life, entertainment, and relationships.	Jan.- Feb.	<p>Formative</p> <ul style="list-style-type: none"> · Spontaneous speaking activities discussing videos and photos of students around the world. · Interpretive quizzes. · Close readings of assorted texts, including summarizing and questioning. · Socratic Seminar style discussions. · Short-answer written practice. · Whole-class natural questioning. · Checks for understanding. · Reflections. · Listening activities.

			<ul style="list-style-type: none"> · Video activities.
			Summative <ul style="list-style-type: none"> · Integrated Performance Assessment (reading, writing, listening, and speaking)
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> · Surveys of prior knowledge. · Group brainstorms. · Concept maps. · Question based Do Nows. · Responding to Essential Questions.
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> · Oral or Technology assisted Presentations · Craft style Projects
Unit #4: Beauty & Aesthetics	The purpose of the unit is to expose students to the breadth of art forms and movements, considering what makes something art while acquiring and applying universal language for describing art to works that interest students. Students gain an understanding of selected Hispanic artists' contributions to world artistic heritage as they learn to discuss and analyze architecture, visual arts, as well as literary excerpts and abridgements. In exploring artists' work and lives, students recycle skills acquired during Unit 1: Personal and Public Identities, learning to "read" art for social, historical, and personal meaning.	Feb. - Mar.	Formative <ul style="list-style-type: none"> · Spontaneous speaking activities discussing videos and photos of students around the world. · Interpretive quizzes. · Close readings of assorted texts, including summarizing and questioning. · Socratic Seminar style discussions. · Short-answer written practice. · Whole-class natural questioning. · Checks for understanding. · Reflections. · Listening activities. · Video activities.
			Summative <ul style="list-style-type: none"> · Rubric based speaking assessments: Museum Chats. · Rubric based Presentations: Profile of an Artist. · Responding to Essential Questions. · Paragraph writing. · Mini-essays (individual & group). · Responding to Essential Questions.
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> · Surveys of prior knowledge. · Group brainstorms. · Concept maps. · Question based Do Nows. · Responding to Essential Questions.
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> · Oral or Technology assisted Presentations · Craft style Projects

Unit #5: Global Challenges	Students will explore their own global community at the city/town, country, and world level. They will compare and contrast their own life with global challenges from around the world, such as population, geography, social welfare, and economic and environmental issues.	Apr. - May	<div data-bbox="1339 38 2005 427"> <p>Formative</p> <ul style="list-style-type: none"> · Spontaneous speaking activities discussing videos and photos of students around the world. · Interpretive quizzes. · Close readings of assorted texts, including summarizing and questioning. · Socratic Seminar style discussions. · Short-answer written practice. · Whole-class natural questioning. · Checks for understanding. · Reflections. · Listening activities. · Video activities. </div> <div data-bbox="1339 430 2005 518"> <p>Summative</p> <ul style="list-style-type: none"> · Integrated Performance Assessment (reading, writing, listening, and speaking) </div> <div data-bbox="1339 521 2005 699"> <p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> · Surveys of prior knowledge. · Group brainstorms. · Concept maps. · Question based Do Nows. · Responding to Essential Questions. </div> <div data-bbox="1339 703 2005 789"> <p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> · Oral or Technology assisted Presentations · Craft style Projects </div>
Unit #6: Science & Technology	In recent decades there have been remarkable advancements made in the field of science and technology Technology can be harmful and helpful to our daily lives There are many different kinds of technological devices	May - Jun.	<div data-bbox="1339 792 2005 1180"> <p>Formative</p> <ul style="list-style-type: none"> · Spontaneous speaking activities discussing videos and photos of students around the world. · Interpretive quizzes. · Close readings of assorted texts, including summarizing and questioning. · Socratic Seminar style discussions. · Short-answer written practice. · Whole-class natural questioning. · Checks for understanding. · Reflections. · Listening activities. · Video activities. </div> <div data-bbox="1339 1183 2005 1271"> <p>Summative</p> <ul style="list-style-type: none"> · Integrated Performance Assessment (reading, writing, listening, and speaking) </div> <div data-bbox="1339 1274 2005 1338"> <p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> · Surveys of prior knowledge. </div>

			<ul style="list-style-type: none">· Group brainstorms.· Concept maps.· Question based Do Nows.· Responding to Essential Questions.
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none">· Oral or Technology assisted Presentations· Craft style Projects

Unit #1: Personal and Public Identities

<p>Enduring Understandings:</p> <p>Our interests, values, customs, cultures, families, and heritage inform our public and personal identities.</p> <p>Region, location, culture, and resources affect the school community and classrooms.</p> <p>Cultures can best be understood when compared with our own.</p> <p>There are similarities and differences in how cultures value education.</p> <p>Educational experience reflects privilege.</p>	<p>Essential Questions:</p> <p>LONG TERM:</p> <p>Why study another language?</p> <p>How does language shape culture?</p> <p>Why should we study other cultures and what does it teach us?</p> <p>How can I closely read a text for understanding?</p> <p>How can I make myself understood through a limited lexicon in the target language?</p> <p>How can I extend conversation?</p> <p>UNIT:</p> <p>Who am I?</p> <p>How do I express my identity in personal and public spaces?</p> <p>What is culture? How does it connect to identity?</p> <p>What happens when cultures collide?</p> <p>What do our academic experiences and communities tell us about the value of education in our culture and around the world?</p> <p>How is my identity shaped by my school community and academic experience in comparison to students around the world, especially in Spanish speaking countries?</p> <p>What is the reach of a community's responsibility in supporting education as a cross-cultural value?</p>
<p style="text-align: center;">Interdisciplinary Connections</p> <p>K.CC.A.1. Count to 100 by ones and by tens.</p> <p>K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>Example: Students will learn number names and the count sequence in the target language as well as use numbers to tell quantities, age, and location.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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).	What is my personality like? What interests me? How does my identity connect to my future career path? What are aspects of my culture? What are my cultural values?	QUESTION WORDS SWBAT ¹ respond to simple questions related to the self using interrogatives (Question words: <i>qué, cuál(es), cómo, cuánto/a(s), quién(es), por qué, cuándo</i>) IDENTITY SWBAT describe... Origin, heritage, multiculturalism, languages spoken, religion, age, cultural customs/traditions (using <i>ser</i> & <i>estar</i>). PERSONALITY SWBAT describe... Likes, interests, activities, adjectives for describing personality (using verbs like <i>gustar</i> , regular present tense verbs, <i>yo-go</i> verbs, stem changing verbs, -uir verbs, <i>necesitar</i> + infinitive) CAREERS SWBAT... Apply personality traits, likes, and interests to describe select professions, create resumes, and role play interviews (using <i>noun/adjective agreement, querer + ser + profession</i>) EDUCATION: A CROSS-CULTURAL VALUE SWBAT describe and compare students' identity of self and others in terms of... Privilege, opportunity, diversity (ethnic and gender), access to technology, child labor , cultural differences in schedules, <i>ir + a + destination</i>	Input structures for describing origin, age, language spoken, Hispanic figures of teachers' choosing (suggested: Princess Leonor, familiar singers) and teacher as examples. "Show & Tell" - Students bring in several objects representing their identities (beliefs, values, interests, origin, culture, etc.) and present to peers. Groups brainstorm adjectives to survey prior knowledge. Teacher compiles. Students look up professions of interest. Teacher surveys, compiles, and distributes/posts. Students sort selected professions by field. Students sort selected adjectives and verbs by profession (in preparation for resume writing) Students write imaginary resumes describing job responsibilities and their qualities using present tense. Students create a career fair company brochure outlining desired qualities and responsibilities of candidates. Students closely read ² <i>¿Quiénes trabajan?</i> Input terms for comparing identities and values of students around the	CHAPTERS: Ch. 8, <i>Encuentro entre culturas</i> , <u>Realidades 3</u> Ch. 8 <u>¡Expresate!</u> MORE READINGS: <u>TECLA</u> READINGS: <i>¿Quiénes trabajan?</i> , <u>¡Así se dice!</u> 1 <i>Escuelas aquí y en Latinoamérica</i> , <u>¡Así se dice!</u> 1 <u>Las culturas precolombinas</u> , <u>TECLA</u> VISUAL "TEXTS": <u>Documentary clips of "On the way to school"</u> <u>Students cross river by cable - Colombia</u> , Univisión <u>Students cross lake by bucket - Perú</u> , Univisión <u>Photos of "Classroom Portraits"</u> Authentic Hispanic	INTERESTS & PERSONALITY QUIZ Students identify present tense verbs/activities & personality traits/adjectives (INTERPRETIVE) PROFESSIONS QUIZ Match professions and descriptions (INTERPRETIVE) MOCK RESUME Build a resume using a teacher provided template (PRESENTATIONAL WRITING) MOCK CAREER FAIR Students build an employer brochure, role play employers and applicants demonstrating public identity (INTERPERSONAL & PRESENTATIONAL) MOCK INTERVIEWS Role play an interview
7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.	Why is education a cross-cultural value? How do regional differences impact family and education?				
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.	What is assimilation? Who were the Pre-Columbian civilizations?				
7.1.IL.IPRET.4:	How did Latin				

¹ SWBAT - Students will be able to

² Close reading steps: 1. annotate text by highlighting & defining new words, 2. summarize chunks, 3. form questions, 4. discuss in groups

<p>Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <p>7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</p> <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</p>	<p>America become multicultural?</p>	<p>ASSIMILATION & MULTICULTURALISM PRE-COLUMBIAN CIVILIZATIONS (i.e. AZTEC, MAYAN, INCA) SWBAT explain the impact and history of contact between Hispanic cultures (such as the Moors & Christians in Spain or Hernando Cortez & the Aztecs).</p> <p>SWBAT describe culture of pre-Columbian civilizations (i.e. education, beliefs), class structures/hierarchies, gender roles (girls and boys educated differently), beliefs & values, assimilation (history of Spanish conquest).</p> <p>CELEBRATIONS REFLECTING IDENTITY SWBAT explain how Thanksgiving reflects a national identity and multiculturalism.</p> <p>SWBAT explain the values and beliefs behind Day of the Dead and Christmas reflect a shared Hispanic identity.</p> <p>THANKSGIVING History of assimilation & alienation of native indigenous people, multiculturalism of Americans, patriotism, beliefs, values, national identity.</p> <p>DAY OF THE DEAD Beliefs, value of ancestry, mood.</p> <p>LA NAVIDAD Religion as part of Hispanic identity, beliefs.</p> <p>COLUMBUS DAY Different perspectives; did he really discover America? How is he viewed by different groups?</p>	<p>world using photographs. Students then discuss identities and values of students in <i>Classroom Portraits</i>.</p> <p>Students view and analyze how school schedules reflect local identity, values, and beliefs.</p> <p>Input using TPR verbs for students describing and discussing video clips of how students go to school in other parts of the world from documentary, <i>On the way to school</i>, and univision.com newsclips.</p> <p>Students closely read <i>Escuelas aquí y en Latinoamérica</i>.</p> <p>Students closely read texts on pre-Columbian civilizations and European contact, conquest, and colonization.</p>	<p>academic schedules (teacher selects)</p>	<p>for a job, college admissions interview, or at a career fair interview focusing on personality traits, interests, job responsibilities. (INTERPERSONAL)</p> <p>ADOPT A SCHOOL Write letter to admin explaining school's needs and justifying fundraising using double verb structures describing what we can do to <i>podemos</i> + <i>infinitive</i> (PRESENTATIONAL WRITING)</p> <p>A CRAZY DAY AT SCHOOL Creative & highlighting 10+ present tense verbs (PRESENTATIONAL WRITING)</p> <p>SOCRATIC STYLE DISCUSSIONS After close reading texts and writing questions (INTERPERSONAL & INTERPRETATIVE)</p> <p>READING QUIZZES Comprehension questions based on texts from class (INTERPRETATIVE)</p>
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<p>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> <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>					
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<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:</p>					
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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.					
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Unit #2: Families and Communities

<p>Enduring Understandings:</p> <p>Communities and homes around the world reflect the culture, economics, climate, history, and geography of the places surrounding them.</p> <p>Products and practices found in and around communities and homes reflect cultural perspectives and realities.</p> <p>Many products and practices related to home and community are shared across cultures: others are culturally specific.</p> <p>Location of a community offers both advantages and disadvantages to the families that live there.</p> <p>A community's work and school schedules impact the families living there.</p> <p>Household responsibilities and daily routines vary among family members from culture to culture, reflecting gender norms.</p> <p>Global societies are diverse, creating varied perspectives, contributions, and challenges.</p>	<p>Essential Questions</p> <p>LONG TERM:</p> <p>Why study another language?</p> <p>How does language shape culture?</p> <p>Why should we study other cultures and what does it teach us?</p> <p>How can I closely read a text for understanding?</p> <p>How can I make myself understood through a limited lexicon in the target language?</p> <p>How can I extend conversation?</p> <p>UNIT:</p> <p>What is my family like?</p> <p>How does my family contribute to the community? How do I contribute to my family?</p> <p>What is my community like and why?</p> <p>How does a community support its individuals?</p> <p>What are the advantages and disadvantages of different communities?</p> <p>How do communities and homes reflect culture, history, economics, climate, and or global challenges?</p> <p>How do routines impact families and communities?</p> <p>How do my family's responsibilities compare to those of families in the target culture?</p>
<p style="text-align: center;">Interdisciplinary Connections</p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p>Example: Students will map out their families, where they are from and how they are related, as well as create maps for the location of people and items within their homes, school, and community.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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).	How are members of my family related to me? What do my family members do for a living?/How do different professions contribute to the community?	FAMILY STRUCTURES SWBAT describe families in terms of... professions, family diversity, adoptions, divorce, marriage (<i>esposo vs. marido</i>), extended families, family friends, godparents, gender roles, <i>Modern Family</i> . (<i>tener + años, controlling ser, hay, & tener</i>) COMMUNITIES & HOMES SWBAT describe, compare, and analyze communities and homes exterior & interior features. SWBAT cite advantages and disadvantages, and express a preference for different types of communities, different types & locations of communities (rural, suburban, urban); advantages & disadvantages Inside (rooms, furniture) & outside (fences, walls, gates, pools, patios) features. (<i>controlling ser, estar, hay, & tener</i>) CULTURAL COMPARISONS OF COMMUNITIES SWBAT compare communities in LATAM ³ and US in terms of interior and exterior features and functions. (<i>controlling ser, estar, hay, & tener</i>) *US vs. LATAM -Walls & gates for safety (LATAM). -Police in US, guardianes in LATAM -Fences for privacy, pools b/c of more space (US). -No dryers, interior patios b/c it's hot (Colombia).	Input terms for describing diverse families using Modern Family, Spain's royal family, and other famous Hispanic families (teacher selected), followed by spontaneous speaking practice. Interpretative task completing family tree for Spain's royal family based on text. Speaking activities describing family photos students bring in. Students closely read, <i>Una familia ecuatoriana</i> , comparing their families and communities in Robbinsville to the texts' family in Quito, Ecuador. Input cultural comparisons of homes and communities in the US and LATAM, targeting homes' exterior features followed by spontaneous speaking and written practice. Students closely read <i>¿El campo o la playa?</i> focusing on the advantages of different community locations. Watch <i>Una casa rural</i> (videoele.com) and adding to the advantages of rural vs. urban communities, extracting names of furniture and interior features of home. Students closely read, <i>La casa de mis sueños</i> , further extracing	READINGS: <i>Una familia ecuatoriana, ¡Así se dice! 1</i> <i>¿El campo o la playa?, TECLA</i> <i>La casa de mis sueños, TECLA</i> <i>La rutina de Silvia, TECLA</i> <i>Las comidas y los horarios en España, TECLA</i> <u>Tareas del hogar para los adolescentes</u> <u>Authentic minimum wage announcements</u> VISUAL & AUDITORY: <i>Modern Family (TV show) Family Tree</i> <i>3D models of homes</i> <u>Cuban artists', Los Carpinteros installation artwork</u> <i>Una casa rural, videoele.com</i>	FAMILY PORTRAITS Describe a picture of family. Include, relationships, professions, & personality. (PRESENTATIONAL WRITING). HOMES & COMMUNITIES QUIZ Match descriptions of homes, identify & categorize parts of home & community (INTERPRETIVE). COMMUNITY COMPARISON Pairs compare homes & communities spontaneously forming questions. May act as realtor & buyer, friends or a family looking for Air B & B. (INTERPERSONAL). HOUSE FOR SALE Students as a realtor marketing a home and community in gallery style presentation (PRESENTATIONAL).

³ LATAM - Latin America

<p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <p>7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</p> <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</p>	<p>or visiting suburban, urban, and rural communities?</p> <p>How does rural Peruvian communities' access to "improved kitchens" impact women and children's health?</p> <p>What factors impact division of household labor within families?</p> <p>How are household chores similar and different around the world?</p> <p>What is minimum wage? How does it affect families and communities?</p> <p>What is my and my family's daily routine?</p>	<p>-Smaller fridges b/c people shop daily (Colombia). -Separate garbage for organic matter for pigs (Colombia).</p> <p>*US vs. SPAIN SWBAT explain why homes are usually made in US of wood but in Spain of concrete in terms of culture, climate, and economics.</p> <p>-Materials used to build homes & why. -Function of concrete in Spain & wood in US (<i>Cultural</i>: multigenerational household in Spain, more geographical movement in the US, <i>Climatic</i>: concrete resists heat better, & <i>Economic</i>: more deforestation in Spain means wood is \$\$). (<i>Prepositions of location, estar vs. hay vs. tener, ser+de+material</i>).</p> <p>*PERU SWBAT explain how and why traditional kitchens in Peru⁴ create problems for women and children in rural Peruvian communities and how <i>cocinas mejoradas</i> (improved kitchens) aim to solve them. -Problems with <i>cocinas tradicionales</i> -Construction of <i>cocinas mejoradas</i> -Benefits of <i>cocinas mejoradas</i></p> <p>COMMUNITY CONTRIBUTIONS CHORES SWBAT describe how they contribute to their home through chores. SWBAT describe division of household labor in their families.</p>	<p>(<i>conditional tense for describing where students would want to live</i>)</p> <p>names of furniture and interior features of home.</p> <p>Input other interior features of homes (teacher selected).</p> <p>Spontaneous speaking activities discussing household objects in Cuban artists <i>Los Carpinteros</i>' installations and 3D models of homes.</p> <p>Input materials homes are made of.</p> <p>Storytelling: <i>Los tres cerditos</i>. Tell students the story of the 3 Little Pigs, students help tell a story, students tell each other, practicing materials.</p> <p>Input cultural, climatic, and economic functions for building homes of concrete vs. maderá with spontaneous speaking and writing practice following.</p> <p>Input the problem of traditional kitchens in Peru and the solutions. Students explain graphics.</p> <p>Transition from cooking & kitchens to other household chores. Survey prior knowledge in groups, what other chores do we know?</p>	<p><u>Cocinas mejoradas</u></p> <p><u>Authentic audio of daily routines from Texas University.</u></p> <p>TEACHER RESOURCES:</p> <p><u>Use of wood in US but cement in Spain to build homes</u></p> <p><u>Cocinas mejoradas in Perú</u></p> <p><u>Changing Spain's national work schedule</u></p>	<p>DAILY ROUTINE QUIZ Identify & match reflexive verbs (INTERPRETIVE).</p> <p>MY DAILY ROUTINE Describe your daily routine, responding to teacher generated questions. (INTERPERSONAL).</p> <p>A DAY IN THE LIFE OF... Compare the daily routine of two people in your family discussing chores, reflexive verbs, community, parts of the home (PRESENTATIONAL).</p> <p>CHORES QUIZ Identify Chores (INTERPRETIVE).</p> <p>MY CALENDAR Create & describe calendar of responsibilities (chores, recycle activities) using <i>expressions of obligation</i> and <i>adverbs of frequency</i>.</p>
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⁴ Poor rural families in Peru cook on open fires without ventilation, women and children working in home suffer health problems (men work outside of home). Initiatives (private organizations' and government funded) aim to construct *cocinas mejoradas* with 2 main benefits: space for more than one pot (one for cooking, one for boiling drinking water), chimney ventilating smoke). Read more at, [Cocinas que mejoran la vida](#).

<p>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 language regions of the world and those facing the students' own regions.</p> <p>7.1.IL.IPERS.1: Request and provide</p>	<p>How does having a longer work and school day in Spain impact communities and families?</p>	<p>SWBAT give reasons for and express obligation with chores.</p> <p>SWBAT explain graphical representations of trends in division of household labor by gender and countries.</p> <p>SWBAT express opinion on appropriateness of chores for children of different ages.</p> <p>SWBAT analyze impact of minimum wage on communities.</p> <p>-Chores & division of household labor as they reflect AP subthemes age, class, citizenship. -Reasons for doing chores. -Recycle child labor as it reflects AP subthemes age & class. -Minimum wage. (<i>Adverbs of frequency, expressions of obligation: deber, tener que, necesitar + infinitive, pensar que, creer que</i>).</p> <p>COMMUNITY & FAMILY LIFE DAILY ROUTINE SWBAT describe daily routine of self and others controlling reflexive verbs.</p> <p>SWBAT explain debate in Spain around modifying national work schedule citing impact on families and communities.</p> <p>SWBAT cite cultural characteristics of Spanish communities' daily life after close reading, <i>La rutina de Silvia</i> Daily routine vocabulary (despertarse, lavarse, ponerse la ropa, etc.). <i>La rutina de Silvia</i>: studying more languages, la siesta, time for leisure throughout the day, mid-morning break, longer work & school days, <i>el bachillerato</i>.</p> <p>The debate around labor schedule in Spain</p>	<p>Input chores & reasons for doing them.</p> <p>Discuss and analyze <u>graphs of division of household labor</u>.</p> <p>Students closely read article on chores for teens, <i>Tareas del hogar para adolescentes</i>.</p> <p>Interpretative task analyzing impact of minimum wage on families & communities.</p> <p>Input daily routine reflexive verbs using TPR and/or props.</p> <p>Students describe in writing a photo series of daily routines.</p> <p>Students closely read, <i>La rutina de Silvia, Las comidas y los horarios en España</i> and/or other texts addressing Spanish schedules, extracting key cultural, community characteristics in Spain.</p> <p>Input debate in Spain surrounding work and school schedule in Spain and impact on families and communities using photos, followed by spontaneous speaking and written practice.</p>	<p>(PRESENTATIONAL WRITING).</p> <p>SPANISH CIRCLE Socratic Seminar-style discussion of texts. FORMATIVE. (INTERPERSONAL).</p>
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<p>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</p>		<p>(ending work day at 6pm) & impact on families & communities (<i>i.e.</i> collaborating with other European countries, childcare, sleep, workplace productivity) (<i>Reflexive verbs, two verb structure with reflexives, antes de+ infinitive, después de+infinitive</i>).</p>			
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<p>e 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>					
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Unit #3: Contemporary Life

<p>Enduring Understandings:</p> <p><u>Communication</u> Students will express their understanding of cultural celebrations through interpersonal, interpretive and presentational communication.</p> <p>Identifying cognates, using context clues, and media (such as maps, art, cuisine) are strategies one can use to communicate effectively. Language is appreciated and used verbally, non-verbally, and culturally.</p> <p><u>Culture</u> Students will understand that celebrations are cultural practices that express cultural perspectives and can be understood through products such as food, music, art, clothing.</p> <p><u>Connections</u> The Spanish-speaking world is made up of many different countries, each with their own culture.</p> <p><u>Comparisons</u> One can learn similarities and differences between cultures, as well as gain new perspectives. Food affects culture and culture affects food.</p> <p>Cultural products associated with celebrations are best understood through the respective culture's perspectives.</p> <p><u>Communities</u> Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society. The inter-relationship of food and culture is long-lasting.</p> <p>Society's concept of beauty causes individuals and communities to act differently in different cultures as seen through cultural celebrations.</p>	<p>Essential Questions</p> <p>How do culture practices and perspectives influence people in contemporary lives?</p> <p>How do individuals and societies define their own quality of life?</p> <p>How do challenges of contemporary life vary with culture?</p> <p>How are challenges of contemporary life addressed as they vary with culture?</p> <p>*The College Board. (2015). AP® Spanish Language and Culture Curriculum Framework. http://media.collegeboard.com/digital Services/pdf/ap/ap-course-overviews/ap-spanish-language-and-culture-course-overview.pdf</p>
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Interdisciplinary Connection

SOCIAL STUDIES:

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Example: Students develop a sense of community when holding themselves and each other accountable to the rules and daily function of the classroom. Collaboration is an essential skill in communication as it takes both listening and speaking skills to do effectively.

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills (Objectives)	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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).	Talk about foods and beverages for breakfast, lunch, and dinner. Describe food (taste, ingredients, etc.) Explain preferences about food and drinks Demonstrate an understanding of cultural perspectives around “el mercado” Express their likes and dislikes of different foods and beverages in written and spoken form.	<ul style="list-style-type: none"> - Concept mapping vocabulary - Categorize vocabulary / concepts - Real World application - Current events -Guess Who (with ID cards or blindfolds) -Inner/outer circle -Info-gaps - PowerPoints -Letter writing to other students -Class readings and discussion -Activity-Make a Choice (tú vs Ud.) -Centers - Socratic Circle -Timed chat (20 seconds) 	Grammar: <ul style="list-style-type: none"> - ser (to describe food) - verb conjugations - how to order - poder - preferir - necesitar - querer - me gustaría - question making - Cuanto cuesta? Vocabulary: <ul style="list-style-type: none"> - food - ingredients (allergies, etc.) 	Integrated Performance Assessments (IPA) with rubric (Listening, speaking, writing, reading) Written and verbal quizzes Worksheets Project rubric assessments Class participation Story pyramids
7.1.IL.IPRET.2:	Interpret an authentic Spanish menu			

React to a series of oral and written instructions connected to daily life.	Order in a Spanish-speaking restaurant and engage in typical restaurant conversation	<ul style="list-style-type: none"> -Gallery walks -Interviews - Cloze activities - Close readings - Question making 	<ul style="list-style-type: none"> - adjectives to describe foods (ácido, dulce, amargo, etc.) - market/supermarket (compare and contrast, preservatives, etc.) 	Cheat Notes Responses to discussion questions
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<p>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.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <p>7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</p> <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</p>	<p>Compare and contrast the cost of a meal or dining experience in a Spanish-speaking country to that of at home</p> <p>Compare and contrast practices surrounding food and diet of Spanish speaking countries</p> <p>Explain how the availability of resources impact food and diet around the world</p> <p>Compare and contrast practices surrounding contemporary life (i.e. food and diet) of their own family to families in the same community (highlighting cultural differences within people in the same community)</p> <p>Describe the importance of food in celebrations/traditions</p> <p>Explain the tradition surrounding merienda</p> <p>Invite others to complete activities with them</p> <p>Read authentic text (i.e. media such as videos, images, ads, articles etc.) and develop questions answered by the text.</p>	<p>-Dialogues / skits</p> <p>-Graphic organizers to compare and contrast</p> <p>-Filling out identify document for travel</p> <p>-TPR(S)</p> <p>-Venn diagram</p> <p>-Create an interview with a partner during which you express your preferences</p> <p>-View and create infographics comparing US and Spanish speaking culture</p> <p>-En el Mercado video- haggling</p> <p>Venn diagram to compare a supermarket with a typical open air market</p> <p>- Storytelling based on picture prompts</p> <p>- Create your own definition of a word in the target language</p> <p>- Circumlocution</p> <p>-Create a dialogue between you and a student from a Spanish country and discuss differences/ similarities in your _____.</p> <p>-Describe your ideal _____ and explore the advantages and disadvantages</p> <p>- Tell students to take note of the vocabulary words as the teacher reads the story. Every time a vocabulary word comes up the whole class is to say it out loud</p> <p>- Look at menus from Spanish-speaking countries</p> <p>- WebQuest on fast-food chains (students explore fast food restaurants in Spanish speaking countries and compare and contrast)</p> <p>- Create a dialogue between server and client (Real World HW? - go to a Mexican / Colombian /Cuban</p>	<p>- bargaining in a market (sale, offer, cuesta mucho)</p> <p>Resources (see above): Tumblr.com for images of authentic menus</p> <p>School lunches video clip https://www.youtube.com/watch?v=Po0O9tRXCyA</p> <p>La dieta de Michael Phelps infographic https://ivanero9.wordpress.com/2012/08/25/la-dieta-de-michael-phelps-hipercalorica-y-no-muy-recomendada/</p> <p>Time magazine <u>What the world eats</u> article</p> <p>-Breakfast and lunches around the world http://viewpure.com/ry1E1uzPSU0</p> <p>Look at food labels from around the world (American food vs Hispanic food- have students bring in their own food labels/ingredients/recipes/calories to compare with others- highlight differences between people from the same community)</p> <p>Real World application- compare and contrast the prices of produce at the supermarket vs farmer's market</p> <p>zachary-jones.com (art based language instruction)</p> <p>reflecciones.kd.blogspot.com (authentic video clips of latin american food)</p>	<p>Daily Homework</p> <p>In class assignments and presentations</p> <p>Semantic mapping</p> <p>Venn diagrams</p> <p>Reading comprehension</p> <p>Interpersonal round robin</p> <p>Socratic Circle</p> <p>Interpersonal round robin Quizzes on vocabulary and grammar points</p> <p>In class rubric assessed class presentations</p> <p>Gallery walk rubric assessed poster</p> <p>Pair in class rubric assessed dialogue presentation</p> <p>Rubric assessed dialogue and presentations.</p> <p>Summative: Project: Menu / Food show Writing- Summarize issues/ cultural aspects that are important in your culture and compare and contrast it with that of a Spanish-speaking country.</p> <p>Interpretive: Can you read and interpret a menu from a Spanish-speaking country,</p>
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<p>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 language regions of the world and those facing the students' own regions.</p> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned</p>		<p>restaurant and order in Spanish and record yourself)</p> <p>-Look at the Time magazine <u>What the world eats</u> article and create a chart to compare how much people spend on food and what they eat and describe how environments and cultures influence the cost and calories of the world's dinners</p> <p>-Do Now/Warm up- turn and talk/pair share after viewing "Lunches /breakfasts around the world" video clips "la dieta de Michael Phelps" infographic</p> <p>- Interview classmates about their diet and collect data (how many meals a day, organic/non-organic, how many times go to supermarket a week, who shops at market vs supermarket, etc.) and create a graph to represent findings</p> <p>-Interview epal and twitter friends (global connections)</p> <p>Silent Ball – students are in a circle, sitting on their desks. silent! They toss the ball to each other and call out vocabulary words. Review activity.</p> <p>Onion activity – have students (and teacher) write questions on paper and crumple up the paper and roll the paper on top of the other papers. Teacher plays music, and students' play hot potato with the ball. When</p>	<p>La Oruga Muy Hambrienta (The Very Hungry Caterpillar)</p> <p>Internet: http://viewpure.com/ry1E1uzPSU0 YouTube and internet for World Images http://esp1.colestock.com/ ** http://spanish-resources.com/www.videoele.com http://www.spanish.cl/reading.htm http://www.learnpracticalspanishonline.com/beginner/beginner-readings.html https://spanish.yabla.com/ http://www.123teachme.com/learn_spanish/spanish_reading_passages http://spanish4teachers.org/spanishlisteningactivities/ http://www.spanishlistening.org/ https://www.quia.com/www.quizlet.com http://www.iteachspanish2.com/Spanish_for_Teachers/Bienvenidos.html https://www.laits.utexas.edu/spe/ http://www.fluentin3months.com/spanish-reading-practice/ **** https://www.newsinslowspanish.com/ http://www.miscositas.com/cuentos.html http://www.creativelanguageclass.com/ https://spanishplans.org/ http://misclaseslocas.blogspot.com/ epals.com twitter #globalclassroom</p>	<p>compare it to a menu and food found at home, and compare the total cost with the same sort of meal in the US?</p> <p>Interpersonal: If you were dropped off in a Spanish speaking country, could you find and order a typical meal from an authentic restaurant or eating establishment and engage in typical restaurant conversation?</p> <p>Presentational: Could you describe the foods that you typically eat and compare them to foods of Spanish-speaking countries?</p> <p>Choices: web page, travel brochure, skit, webpage, infographic, PowerPoint/Prezi, video. (Choices may be presented as RAFT/GRASP)</p> <p>(role play, writing, reading, speaking, etc.)</p>
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<p>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</p>	<p>the music stops, they must peel a question off the onion and answer it</p>	<p>lyricstraining.com</p> <p>http://me-encanta-escribir.blogspot.fr/search/label/interactivo</p> <p>http://me-encanta-escribir.blogspot.com/ http://www.soleducational.com/</p> <p>Magazines:¿Qué Tal? & Okapi Newspapers: http://www.onlinenewspapers.com/spain.htm Mi país, CNN en español; El Diario</p> <p>http://time.com/8515/what-the-world-eats-hungry-planet/</p> <p>Infographics</p> <p>Photographs</p> <p>Movies (clips and full movies)</p>	
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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.				
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Unit #4: Beauty and Aesthetics

<p>Enduring Understandings:</p> <p>Art comes in many forms; two and three dimensional.</p> <p>Architecture, painting, literature, installations, murals, and photography are all art forms.</p> <p>In the academic study of art, works and artists are grouped by movements.</p> <p>Art can reflect culture, history, climate, personal experience, and economics.</p> <p>Art can comment on global challenges like inequality.</p>	<p>Essential Questions:</p> <p>LONG TERM:</p> <p>Why study another language?</p> <p>How does language shape culture?</p> <p>Why should we study other cultures and what does it teach us?</p> <p>How can I closely read a text for understanding?</p> <p>How can I make myself understood through a limited lexicon in the target language?</p> <p>How can I extend conversation?</p> <p>UNIT:</p> <p>What is Art?</p> <p>Why do artists create Art?</p> <p>How can we discuss Art?</p> <p>How does art and architecture reflect culture, personal experience, climate, economics, and/or history?</p>
<p style="text-align: center;">Interdisciplinary Connections</p> <p>SCIENCE:</p> <p>K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p>2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p>Example: Students also compare the diversity of life in different habitats.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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).	What are different types of art? What characterizes different movements of art? What is Surrealism? Cubism? Social realism?	TYPES OF ART SWBAT identify and categorize works of art by form/type. Suggested: Painting, sculpture, installation, photography, architecture, literature, film. MOVEMENTS OF ART SWBAT situate in, categorize, and explain which movement a work of art belongs to. Suggested movements: -Surrealism and its connection to Sigmund Freud, psychoanalysis & dreams. -Cubism, use of geometric forms and abstraction. -Social Realism. -Mexican Muralism.	Intro unit by showing students seemingly unrelated images that are all forms of art (a Los Carpinteros installation, Cervantes' <i>Don Quixote</i> , Spanish cuisine, Gaudi's <i>La casa Milá</i> , a Diego Rivera mural, and a Botero sculpture). Students try to deduce the commonality and the EQ. Input types of art that teacher selected artists will later capture. Input movements of art that teacher selected artists will later fit into. Survey prior knowledge of art (color, mood, etc.). Compile & post in classroom. Direct instruct selected works and artists. Students describe and compare in writing and speaking activities works of art. Students closely read texts on Frida Kahlo.	CHAPTERS: Ch. 3, <u>Paso a Paso 3</u> MAGAZINE: <u>TECLA</u> READINGS: <u>Frida Kahlo, pintora universal</u> , <u>TECLA</u> <u>El espíritu de Frida Kahlo</u> , <u>TECLA</u> <u>Velázquez</u> , <u>TECLA</u> <u>Fotografías por una causa justa</u> , <u>TECLA</u> <u>IV Centenario de la publicación del Quixote</u> , <u>TELCA</u> Abridged Don Quixote, <u>¡Así se dice! 1</u> <u>Fotografías por una causa justa</u> VISUALS: <u>¿Dónde duermen los niños?</u> By James Millison <u>Classroom Portraits</u> , by Julian Germain <u>Los Carpinteros</u> , Marco Castillo & Dagoberto Rodríguez <u>Surrealist architecture</u>	Integrated Performance Assessments (IPA) with rubric (Listening, speaking, writing, reading) Written and verbal quizzes Worksheets Project rubric assessments Class participation Story pyramids Cheat Notes Responses to discussion questions Daily Homework In class assignments and presentations Semantic mapping Venn diagrams Reading comprehension Interpersonal round robin Socratic Circle
7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.	What are the visual and emotional aspects of art? How can I describe a work of art?	DESCRIBING WORKS OF ABOUT ART SWBAT describe, compare, and analyze visual and emotional elements of works of art. Suggested: Foreground, background, medium, type, tone, subject matter, color, lines, principles of design: movement, balance, symmetry, etc. See Chapter 3, <u>Paso a Paso 3</u> . (<i>Ser vs. estar vs. hay, agreement</i>).			
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.	What inspired and influenced Salvador Dali? What is his artwork like? What inspired and influenced Frida Kahlo? What is her artwork like?	SELECTED ARTISTS & WORKS SWBAT describe artists biographically. SWBAT explain social or historical context or influences behind of works of art. <i>Suggested:</i> -Salvador Dali's paintings & influence of the subconscious (Surrealism). -Antoni Gaudi's architecture (Surrealism). -Frida Kahlo's self-portraits & autobiographical paintings (Surrealist, but favors her experiences			
7.1.IL.IPRET.4:	What historical event does Picasso's				

<p>Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <p>7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</p> <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</p>	<p><i>Guernica</i> represent?</p> <p>Why are their cave homes in Spain?</p> <p>What is Antoni Gaudi's architecture like?</p> <p>How were castles in Spain built and why?</p> <p>What do pre-Columbian architectural or artistic monuments look like? What is known about their history?</p> <p>What is the purpose of the photography series, <i>¿Dónde duermen los niños?</i> and <i>Classroom Portraits</i> ?</p>	<p>in lieu of dreams/subconsciousness).</p> <p>- Picasso's <i>Guernica</i> and the history of depicted conflict (Cubism).</p> <p>- Diego Rivera, Mexican Muralism, Social Realism.</p> <p>- Fernando Botero.</p> <p>(preterite third person verbs for describing artists' lives: <i>nació, le gustó, vivió, tuvo, estudió, etc.</i>)</p> <p>ARCHITECTURE</p> <p>SWBAT explain how architecture reflects culture, climate, history, and economics.</p> <p>-Types of homes (recycling concepts from Unit 2: Families and Communities).</p> <p>-Materials used to build homes</p> <p>-Function of concrete in Latin America & wood in US (<i>Cultural</i>: multigenerational household in Latin America, more geographical movement in the US, <i>Climactic</i>: concrete resists heat better, & <i>Economic</i>: more deforestation in Latin America means wood is \$\$).</p> <p>-Caves in Granada, Spain (<i>Historical function</i>: protection).</p> <p>-Castles in Spain on hills (<i>Historical function</i>: protection b/c of conflicts between regions).</p> <p>-Pre-Columbian monuments (teacher selected); <i>Suggested: The Incas</i> Machu Picchu in Peru, Chile's <i>Isla de Pascua</i> & <i>los moais</i>.</p> <p>PHOTOGRAPHY AS SOCIAL COMMENTARY</p> <p>SWBAT articulate artists' goals in creating socially conscious photography.</p> <p>Social realism, inequality, poverty, privilege, developing vs. developed countries, immigration, etc.</p> <p>-<u>Fotografías por una causa justa</u></p> <p>-<u>¿Dónde duermen los niños?</u> By James Millison</p> <p>-<u>Classroom Portraits</u>, by Julian Germain</p>	<p><u>Gaudi's surrealist architecture in Barcelona</u></p> <p><u>More Gaudi</u></p> <p>TEACHER RESOURCES:</p> <p><u>Easter Island & the giant stone statues, los moais</u></p>	<p>Quizzes on vocabulary and grammar points</p> <p>In class rubric assessed class presentations</p> <p>Gallery walk rubric assessed poster</p> <p>Pair in class rubric assessed dialogue presentation</p> <p>Rubric assessed dialogue and presentations.</p> <p>Summative: Writing: Summarize art trends that are important in your culture/city and compare and contrast it with that of a Spanish-speaking country.</p> <p>Project: Create a map of a virtual museum with a collection of your favorite pieces of art. Explain why you choose these specific pieces.</p> <p>Interpretive: Can you read a magazine and answer basic questions about what readers may consider beautiful? Are these ideals of beauty</p>
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<p>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> <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</p>		<p>8th GRADE DANCE</p> <p>Clothes & accessories (<i>ir+a+infinitive</i>).</p>			<p>common in other cultures?</p> <p>Interpersonal: Can you debate your idea of beautiful art compared to art found in museums? Explain why you think a famous piece of art is overrated to someone from a Spanish speaking country?</p> <p>Presentational: Could you explain how you define beauty and it is a shared ideal in your community?</p> <p>Choices: web page, art brochure, skit, webpage, infographic, PowerPoint/Prezi, video. (Choices may be presented as RAFT/GRASP)</p> <p>(role play, writing, reading, speaking, etc.)</p>
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<p>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</p>					
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topics studied in other content areas. 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.					
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Robbinsville Public Schools

Unit # 5: Global Challenges

<p>Enduring Understandings:</p> <p><u>Communication</u> <i>We share our views on family and educational communities through interpersonal, interpretive and presentational communication.</i></p> <p><u>Cultures</u> Familial involvement in school communities is a practice that varies by culture and socioeconomic status and reflects different perspectives.</p> <p>The family functions to locate children socially and plays a major role in their socialization.</p> <p><u>Connections</u> Knowledge of geographical regions and climate helps us understand differences in school and family communities.</p> <p>Studying the family and familial structures in an entrance into the field of sociology.</p> <p><u>Comparisons</u> US and Spanish speaking schools differ in terms of the importance placed on certain recreational, academic, and familial elements.</p> <p><u>Communities</u> Spanish helps me participate in communities inside and outside of school.</p> <p>ACTFL. (n.d.) National Standards for Foreign Language Education. http://www.actfl.org/node/192</p>	<p>Essential Questions:</p> <p>Is ethnic identity as important as national identity?</p> <p>What are the possible solutions to social, political, and environmental challenges facing society in the world?</p> <p>How do individuals in societies define their own quality of life?</p> <p>*The College Board. (2015). AP® Spanish Language and Culture Curriculum Framework. http://media.collegeboard.com/digital Services/pdf/ap/ap-course-overviews/ap-spanish-language-and-culture-course-overview.pdf</p>
<p style="text-align: center;">Interdisciplinary Connections</p> <p>SOCIAL STUDIES:</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p>	

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPI.6: Explain what government is and its function.

Example: In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills (Objectives)	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<p>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).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>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.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5:</p>	<p>Students will be able to...</p> <p>Identify and describe places in the city</p> <p>Interpret signs and billboards in a Spanish-speaking city</p> <p>Explain what they and their families/friends do in the city</p> <p>Explain where places and people are located in the city</p> <p>Ask for and explain directions around the city</p> <p>Ask and answer for help/ recommendations of where to go and what to do in the city</p> <p>Invite others to complete activities with them</p> <p>Ask location, time, and other details of events taking place in the city</p> <p>Compare and contrast community issues to those of Spanish speaking countries (economic, social welfare, environment, etc.)</p> <p>Read authentic text (i.e. media such as videos, images, ads, articles etc.) and develop questions answered by the text</p>	<ul style="list-style-type: none"> - Concept mapping vocabulary - Categorize vocabulary / concepts - Real World application - Current events -Guess Who (with ID cards or blindfolds) -Inner/outer circle -Info-gaps - PowerPoints -Letter writing to other students -Class readings and discussion -Activity-Make a Choice (tú vs Ud.) -Centers - Socratic Circle -Timed chat (20 seconds) -Gallery walks -Interviews - Cloze activities - Close readings - Question making -Dialogues / skits -Graphic organizers to compare and contrast -Filling out identify document for travel -TPR(S) -Gustar foldable: (things/activities -Venn diagram -Create an interview with a partner during which you express your preferences -View and create infographics comparing US and Spanish speaking culture - Storytelling based on picture prompts 	<p>Grammar:</p> <ul style="list-style-type: none"> - estar (location and feelings) - ir a (to go) - jugar (to play) - querer - question making - tu commands - verb conjugation <p>Vocabulary: Family(recycle):</p> <ul style="list-style-type: none"> -immediate family -extended family <p>New:</p> <ul style="list-style-type: none"> - places in the city - prepositional phrases - direction verbs - community issues (conservation, contamination, hospital (indigenous), money) <p>Resources: McFarland,USA (Movie)</p>	<p>Integrated Performance Assessments (IPA) with rubric (Listening, speaking, writing, reading)</p> <p>Written and verbal quizzes</p> <p>Worksheets</p> <p>Project rubric assessments</p> <p>Class participation</p> <p>Story pyramids</p> <p>Cheat Notes</p> <p>Responses to discussion questions</p> <p>Daily Homework</p> <p>In class assignments and presentations</p> <p>Semantic mapping</p>

<p>Compare and contrast some unique linguistic elements in English and the target language.</p> <p>7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</p> <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 language regions of the world</p>	<p>Use vocabulary to give some descriptions of things we must do in order to help the environment. (reciclar, conservar luz-<i>light</i>, usar energia solar, no comprar productos empacados- <i>don't buy pre-packaged products</i>, etc)</p> <p>Create a PSA either video or poster addressing an issue in immigration faced in the US</p>	<ul style="list-style-type: none"> - Create your own definition of a word in the target language - Circumlocution - Create a dialogue between you and a student from a Spanish country and discuss differences/ similarities in your _____. - Describe your ideal _____ and explore the advantages and disadvantages - Tell students to take note of the vocabulary words as the teacher reads the story. Every time a vocabulary word comes up the whole class is to say it out loud. - Look at pictures from around the world and practice speaking - Big paper writing (for a picture prompt/song/story/ etc.) - Current events (modify and combine with calendar) to show your understanding of issues relating to the environment, politics or social concerns by reading passages and answering questions in English - Read the descriptions of things we must do in order to help the environment and, using the vocabulary write the MANDATO in the NOSOTROS form that corresponds with the description. - Watch video clip of the story of "The Romani(Who are the gypsies?), create a Venn diagram to compare and contrast racial and ethnic prejudices in US and Spain Silent Ball – students are in a circle, sitting on their desks. silent! They toss the ball to each other and call out vocabulary words. Review activity. Onion activity – have students (and teacher) write questions on paper and 	<p>Stories on peones (farm workers)</p> <p><u>Los Romani</u>- gypsies video clip</p> <p>Internet: YouTube and internet for World Images http://esp1.colestock.com/ ** http://spanish-resources.com/www.videoele.com http://www.spanish.cl/reading.htm http://www.learnpracticalspanishonline.com/beginner/beginner-readings.html https://spanish.yabla.com/ http://www.123teachme.com/learn_spanish/spanish_reading_passages http://spanish4teachers.org/spanishlisteningactivities/ http://www.spanishlistening.org/ https://www.quia.com/www.quizlet.com http://www.iteachspanish2.com/Spanish_for_Teachers/Bienvenidos.html https://www.laits.utexas.edu/spe/ http://www.fluentin3months.com/spanish-reading-practice/ ****</p>	<p>Venn diagrams</p> <p>Reading comprehension</p> <p>Interpersonal round robin</p> <p>Socratic Circle</p> <p>Quizzes on vocabulary and grammar points</p> <p>In class rubric assessed class presentations</p> <p>Gallery walk rubric assessed poster</p> <p>Pair in class rubric assessed dialogue presentation</p> <p>Rubric assessed dialogue and presentations.</p> <p>Summative: Writing: Summarize global issues that are important in your culture/city and compare and contrast it with that of a Spanish-speaking country. RAFT Assignment (students take the role of a character from McFarland USA and address similarities differences through</p>
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<p>and those facing the students' own regions.</p> <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:</p>		<p>crumple up the paper and roll the paper on top of the other papers. Teacher plays music, and students' play hot potato with the ball. When the music stops, they must peel a question off the onion and answer it"</p>	<p>https://www.newsinloslospanish.com/</p> <p>http://www.miscositas.com/cuentos.html</p> <p>http://www.creativelanguagclass.com/</p> <p>https://spanishplans.org/</p> <p>http://misclaseslocas.blogspot.com/</p> <p>lyricstraining.com</p> <p>http://me-encanta-escribir.blogspot.fr/search/label/interactivo</p> <p>http://me-encanta-escribir.blogspot.com/</p> <p>http://www.soleducational.com/</p> <p>Magazines:¿Qué Tal? & Okapi Newspapers: http://www.onlinenewspapers.com/spain.htm Mi país, CNN en español; El Diario</p> <p>Infographics</p> <p>Photographs</p> <p>Movies (clips and full movies) <i>El medioambiente-the environment</i> http://wwpms.sharpschool.com/common/page</p>	<p>major themes of the movie)</p> <p>Project: Create a map of a city</p> <p>Interpretive: Can you read a map and answer basic questions about the map? Can you read signs, billboards, tourist advertisement, commercial, or other information https://www.youtube.com/watch?v=z70wX8wL.RtIaround the city and understand the key points (from a Spanish-speaking country)?</p> <p>Interpersonal: Can you address and come up with a solution to a problem someone might have in a city with someone from a Spanish speaking country? (create a dialogue / pick out of a hat)</p> <p>Presentational: Could you explain what you do with your free time and what sort of options are available in your community?</p> <p>Choices: web page, travel brochure, skit, webpage, infographic, PowerPoint/Prezi,</p>
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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.			s/DisplayFile.aspx?itemId=20274159	video. (Choices may be presented as RAFT/GRASP) (role play, writing, reading, speaking, etc.)
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Robbinsville Public Schools

Unit # 6: Science & Technology

<p>Enduring Understandings:</p> <p>In recent decades there have been remarkable advancements made in the field of science and technology.</p> <p>Technology can be harmful and helpful to our daily lives.</p> <p>There are many different kinds of technological devices.</p>	<p>Essential Questions:</p> <p>What kinds of technology are used on a daily basis in my life?</p> <p>How can technology be helpful or harmful to me and others?</p> <p>What types of devices are used in other countries versus the USA?</p> <p>Are other countries as technologically advanced as the USA? How?</p>
<p style="text-align: center;">Interdisciplinary Connection</p> <p>SCIENCE:</p> <p>K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.</p> <p>K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>Example: Students develop an understanding of patterns and variations in local weather and the use of weather forecasting to prepare for and respond to severe weather.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills (Objectives)	Teaching Strategies (can include, but not limited to:)	Instructional Resources and Materials	Assessment Strategies
<p>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).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>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.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <p>7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</p> <p>7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating</p>	<p>What types of devices and apps are used today?</p> <p>How are they helpful or harmful?</p> <p>How can I create a new app that will be helpful to society?</p> <p>What would we do without technology?</p> <p>How can I make a prediction about how technology will continue to evolve?</p>	<p>Present tense verbs and conjugations</p> <p>Technology/device vocabulary (phone, printer, computer, mouse etc.)</p> <p>“Sin tecnología, no podemos (infinitive)” (no double conjugations/only conjugate 1st verb).</p> <p>ir + a + infinitive</p>	<ul style="list-style-type: none"> ● Vocabulary input ● Vocabulary games ● Definitions (create your own) ● Turn & talks ● Grammar drills, “la serpiente” ● Create your own technology game/app/device and explain it ● Read novice articles about technology 	<p>Grammar worksheets (S)</p> <p>Magazine articles/Qué tal (S/C)</p> <p>Youtube videos (S)</p> <p>Vocabulary graphic organizers (S)</p> <p>TPRS images</p> <p>Kahoot/Quizlet (S)</p>

<p>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 language regions of the world and those facing the students' own regions.</p> <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</p>				
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<p>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>				
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General Differentiated Instruction Strategies

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| <ul style="list-style-type: none"> ● Leveled texts ● Chunking texts ● Choice board ● Socratic Seminar ● Tiered Instruction ● Small group instruction ● Guided Reading ● Sentence starters/frames ● Writing scaffolds ● Tangible items/pictures ● Adjust length of assignment | <ul style="list-style-type: none"> ● Repeat, reword directions ● Brain breaks and movement breaks ● Brief and concrete directions ● Checklists for tasks ● Graphic organizers ● Assistive technology (spell check, voice to type) ● Study guides ● Tiered learning stations ● Tiered questioning ● Data-driven student partnerships ● Extra time |
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Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjust length of assignment ● Timeline with due dates for reports and projects ● Communication system between home and school 	<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions 	<ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction 	<ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers

<ul style="list-style-type: none"> ● Provide lecture notes/outline 	<ul style="list-style-type: none"> ● Reading partners 	<ul style="list-style-type: none"> ● Emphasize multi-sensory learning 	
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read the directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.

- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences.

<http://www.cast.org>

- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images.
<http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution.
<http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, from early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities.
<http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.
<http://pacecar.missingmethod.com/>