

BLOOMFIELD BOARD OF EDUCATION

Administration Offices

155 Broad Street

Bloomfield, NJ 07003

Spanish I CP

Curriculum Guide

Grades 9-12

2017-2018

Prepared by:

Marcella DiMatteo

Salvatore Goncalves, Superintendent of Schools

Sandra Searing, Assistant Superintendent of Curriculum and Instruction

Scott Orlovsky, Supervisor of Social Studies, World Languages, and ELL/Bilingual

Conforms to the New Jersey Student Learning Standards

Board Approved: August 22, 2017

Spanish I

(Grades 9-12)

Introduction: The study of a foreign language is a graduation requirement of the State of New Jersey and Bloomfield High School. *Spanish 1CP* fulfills the graduation requirement.

Language and communication are an integral part of the human experience. Students must be equipped to communicate successfully in a globally connected society. The Bloomfield School District World Languages Department provides all students with the opportunity to develop social and academic linguistic proficiency in a language other than English. Through this experience students see the connection between the study of language and other disciplines, gain greater insight into the cultural aspect of the people who speak the target language, meet a qualification for entrance in a wide choice of colleges and universities, and expand their employment opportunities in the competitive global workforce. This enables all students to develop and maintain proficiency in the language of their choice.

The overall goal of Spanish I CP is to develop the student's ability to understand, speak, read, and write in Spanish by using the interpersonal, the interpretive, and the presentational modes of communication. In order to foster meaningful communication, the fundamentals of pronunciation, oral comprehension, oral expression, vocabulary, grammar, and composition are provided. Opportunities to learn about and explore the culture of Spanish speaking countries are also emphasized throughout this course.

This curriculum is aligned the 2014 NJSLS Standards. The document specifically cross-references the four 21st Century themes and primary inter-disciplinary connections.

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

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

Pacing: The *Spanish I* curriculum is divided into 4 units. Each unit averages 30 days in length. A time-frame has been provided to approximate how long it would take to cover each objective. However, due to the nature of teaching a language, realistically, each objective is revisited throughout the year to reinforce and to work towards building natural patterns of speech and writing.

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

Textbook:

Ven Conmigo I

Overarching Understandings:

1. Communication is the ability to understand and be understood in a real world context.
2. Language and culture are mutually dependent.
3. Knowledge and understanding of a culture facilitates communication.

Title of Unit 1	Historic, Economic and Geographical Features in Spanish Speaking Countries	Grade Level	9-12
Curriculum Area	World Languages- Spanish 1CP	Time Frame	30 days
Developed By	Marcella DiMatteo		
Desired Results (Stage 1)			
Established Goals			
7.1.NM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.			
7.1.NM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.			
7.1.NM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).			
7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions.			
7.1.NM.A.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.			
7.1.NM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.			

7.1.NM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

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

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

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

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

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

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

Primary Interdisciplinary Connections

CCSS: Common Core Standards:

CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general specialized reference materials, as appropriate.

CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Tech Standards:

8.1: All students will use computer applications to gather and organize information and to solve problems.

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.

Career Standards:

9.1.12.A.2: Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.D.1: Interpret spoken and written communication within the appropriate cultural context.

9.1.12.D.3: Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

21st Century Interdisciplinary Themes:	
___ * ___ Global Awareness	_____ Financial, economic, business, and entrepreneurial literacy
___ * ___ Civic Literacy	_____ Health Literacy
Transfer	
Students will be able to independently use their learning to...	
T1-Comprehend, Recognize, and Identify simple oral and written text	
T2-Understand and apply simple written and oral conventions to everyday interactions	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1. Learning a language is an ongoing process.	Q1. How does language change in different situations?
U2. The recognition and use of patterns of verb forms gives the speaker a wider range of communication skills.	Q2. What can I do when I do not have the words to say what I am thinking?
U3. Learning another language will open the door to a new culture.	Q3. To what extent are English and Spanish different?
U4. Language and culture are inextricably linked.	Q4. When does accuracy matter?
U5. Learning about other cultures helps us better understand our own.	Q5. How do I develop communicative competence?
U6. Language acquisition is accelerated by repeated exposure to the spoken language as well as the perceived need to speak only the target language.	Q6. How does content help me respond to important questions that extend my learning beyond the classroom?
	Q7. How is language a product of culture?

	Q8. How do geography & history influence the culture and communication patterns of people?
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Acquisition

Knowledge	Skills
Students will know...	Students will be able to...
K1. Historical, Cultural & Economical Aspects	S1. Identify various Spanish speaking countries and their capitals
K2. Vocabulary for content of a house	S2. Describe content of their room and identify common objects
K3. Geographical Features	S3. Recite and Identify letters of Spanish Alphabet
K4. Spanish Alphabet/ Sound System	S4. Recognize, use and respond to a variety of greetings and personal questions
K5. Countries/ Capital Vocabulary	S5. Count and identify numbers
K6. Greetings	S6. Respond orally and in writing to “what is the date”.
K7. Basic questions	S7. Say what they want and need for school.
K8. O-200	
K9. Needs and wants with classroom vocabulary	
K10. Day and Date vocabulary	

Evidence (Stage 2)

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u>	<u>Assessment Evidence</u>
	Performance is judged in terms of...	

T1-T2	Teacher-created rubrics	<u>Transfer Task(s)</u> Formative: <ul style="list-style-type: none"> • Questioning • Discussion • Self assessment • Graphic organizers • Speaking exercises • Journal entries Summative: <ul style="list-style-type: none"> • Quizzes • End of chapter test • Listening and speaking test
U1-U6	Read	
Q1-Q8	Comprehend	
K1-K10	Analyze	
S1-S7	Identify	
	Apply	
T1-T2	Apply	<u>Other Evidence</u> Formative: <ul style="list-style-type: none"> • Do now activities • Closure/exit slips • Observation • Peer assessment • Homework Summative: <ul style="list-style-type: none"> • Create dialogues/interviews using selected vocabulary • Selected writing assignments • Online research
U1-U6	Recall	
Q1-Q8	Investigate	
K1-K10	Evaluate	
S1-S7	Compare/contrast	

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
T1-T2 U1-U6 Q1-Q8 K1-K10 S1-S7	Required Activities	Required Resources
	Students will create a PowerPoint on a Spanish speaking Country. They will identify geographical, economical and cultural features of that country.	Ven Connmigo 1 Textbook and Workbook
	Draw and label Map.	
	Paired Activity; Ask one's name and its spelling.	
	Choral repetition of alphabet.	
	Name, chant, sing or recite.	
	Write numbers as dictated.	
	Students create a skit in which they introduce themselves and others, and respond to an introduction.	
	Suggested Activities	Suggested Resources
	Using the internet access information on a given country or region.	Ven Connmigo 1 ancillaries
	Flash cards	
	Paired Activity; Identify given historic figures	
	Create class schedule which includes time, days of the week.	
	Create a calendar including students birthdays & holidays	
	Label pictures with correct idiomatic expression.	
	Play Jeopardy	

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

Title of Unit 2	Ven conmigo a La Escuela	Grade Level	9-12
Curriculum Area	World Languages- Spanish 1CP	Time Frame	50 days
Developed By	Marcella DiMatteo		
Desired Results (Stage 1)			
Established Goals			
<p>7.1.NM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>			

7.1.NM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

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

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

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

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

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Career Standards:

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9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.D.1: Interpret spoken and written communication within the appropriate cultural context.

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9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

21st Century Interdisciplinary Themes:

___ * ___ Global Awareness	_____ Financial, economic, business, and entrepreneurial literacy
___ * ___ Civic Literacy	_____ Health Literacy
Transfer	

Students will be able to independently use their learning to...

T1-Comprehend, Recognize, and Identify simple oral and written text

T2-Understand and apply simple written and oral conventions to everyday interactions

Page Break

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1 Cultural variations in language grammar and structure are necessary to communicate.	Q1 Why do people from different cultures sometimes say, write and do things differently from the way I do them?

<p>U2 When comparing modes of communication and cultures they are both unique and similar</p> <p>U3 Communicative modes are different based on the level of formality.</p> <p>U4 When comparing languages, cultural values, and beliefs, all communities deserve equal respect and consideration</p> <p>U5 Cultural perspectives discovered in texts, photos, art, language, and multimedia help shape the learners' view of the world and their community.</p> <p>U6 Language connects people</p>	<p>Q2 How do I develop communicative competence?</p> <p>Q3 What English grammar can we learn through the study of another language?</p> <p>Q4 How does one's culture influence its educational system?</p> <p>Q5 How does the difference in culture affect how language is expressed?</p>
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
<p>K1 Classes and sequencing events</p> <p>K2 Conmigo and Contigo</p> <p>K3 Personal descriptions/adjectives using ser</p> <p>K4 Likes and dislikes (Indirect object pronoun)</p> <p>K5 After school activities</p> <p>K6 Tell where people and things are (Prepositions)</p> <p>K7 Critical vocabulary</p> <p>K8 "Ar" verbs</p>	<p>S1 Discuss the influence of US in Spanish Speaking countries</p> <p>S2 Talk about classes and sequencing events</p> <p>S3 Tell time on half, quarter hours</p> <p>S4 Describe themselves and others</p> <p>S5 Say what they like and dislike</p> <p>S6 Discuss what they and others do on their free time</p> <p>S7 Talk about where they and others are from</p> <p>S8 Discuss who they are doing things with</p>

K9 Ser and Estar	S9 Discuss where they and others go
K10 Subject pronouns	
K11 Verb “Ir”	

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u>	<u>Assessment Evidence</u>
	Performance is judged in terms of...	
T1-T2	Teacher-created rubrics	<u>Transfer Task(s)</u> Formative: <ul style="list-style-type: none"> • Questioning • Discussion • Self assessment • Graphic organizers • Speaking exercises • Journal entries Summative: <ul style="list-style-type: none"> • Quizzes • End of chapter test • Listening and speaking test
U1-U6	Read	
Q1-Q5	Comprehend	
K1-K11	Analyze	
S1-S9	Identify	
	Apply	
T1-T2	Apply	<u>Other Evidence</u> Formative: <ul style="list-style-type: none"> • Do now activities • Closure/exit slips • Observation
U1-U6	Recall	
Q1-Q5	Investigate	

K1-K11	Evaluate	<ul style="list-style-type: none"> • Peer assessment • Homework
S1-S9	Compare/contrast	Summative: <ul style="list-style-type: none"> • Create dialogues/interviews using selected vocabulary • Selected writing assignments • Online research

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction
<i>The teaching and learning needed to achieve the unit goals.</i>		
T1-T2	Required Activities	Required Resources
U1-U6	Students will create and perform a skit discussing different times of the day.	Ven Connigo 1 Textbook
Q1-Q5	Students will orally give their class schedules they will say at what time they have each class	
K1-K11	Students will create and label the content of their ideal room.	
S1-S9	Participate in directed dialogues	
	Chorally repeat in response to verbal cues.	
	Suggested Activities	Suggested Resources
	Peer practice; students ask and tell each other how to get around town	Computer Text book- Ven Connigo 1 Notes Cuaderno de gramatica- Ven connigo 1

	Create a graphic organizer outlining the Spanish Language variations in states with Hispanic populations	
	Students will help visitors get around town, by creating a map and orally present a guided tour	
	Create and share dialogues with correct level of address	
	Change selected nouns from singular to plural both orally and in writing.	
	Picture bingo.	
	Choral repetition.	
	State gender and number of nouns based on endings.	

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

Test modifications/time extensions	
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Title of Unit 3	La Familia	Grade Level	9-12
Curriculum Area	World Languages- Spanish 1Cp	Time Frame	50 Days
Developed By	Marcella DiMatteo		
Desired Results (Stage 1)			
Established Goals			
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9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

21st Century Interdisciplinary Themes:

literacy	<input checked="" type="checkbox"/> Global Awareness	<input type="checkbox"/> Financial, economic, business, and entrepreneurial
	<input checked="" type="checkbox"/> Civic Literacy	<input type="checkbox"/> Health Literacy

Transfer

Students will be able to independently use their learning to...

T1-Comprehend, Recognize, and Identify simple oral and written text

T2-Understand and apply simple written and oral conventions to everyday interactions

Page Break

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1-Studying other people's culture help us better understand why people think and behave the way they do.</p> <p>U2-Learning a second language helps us to do better in our personal and professional life.</p> <p>U3- Language and culture are inextricably linked</p> <p>U4- The study of a foreign language and culture reinforces and connects content from another discipline</p> <p>U5 Culture is one of the most important elements to understand when learning a language.</p> <p>U6 When comparing languages, cultural values, and beliefs, all communities deserve equal respect and consideration</p>	<p>Q1 How do I explain today's weather</p> <p>Q2 What are some differences between the members of the family in the US compared with members Families in a Spanish speaking country?</p> <p>Q3 How may the family you have today influence the person you become tomorrow?</p> <p>Q4 How does religion influence the different roles in the Latino families?</p>
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
K1 Family vocabulary	S1- Describe their/a family
K2 Weather/Seasons	S2- Talk about the weather and seasons

K3 “Er” and “Ir” verbs	S3- Use “Er” and “Ir” verbs in conversation
K4 Adjectives	S4- Describe themselves and others
K5 Verbs (hacer, salir, deber and poner)	S5- Discuss household chores
K6 Household chores	S6- Identify clothing and what they are wearing
K7 Personal a	S7- Compare and contrast
K8 Clothing vocabulary	
K9 Comparisons	
K10 Demonstrative and Possessive adjectives	
K11 Animal vocabulary	

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u>	<u>Assessment Evidence</u>
	Performance is judged in terms of...	
T1-T2	Teacher-created rubrics	<u>Transfer Task(s)</u> Formative: <ul style="list-style-type: none"> • Questioning • Discussion • Self assessment • Graphic organizers • Speaking exercises • Journal entries
U1-U6	Read	
Q1-Q4	Comprehend	
K1-K11	Analyze	
S1-S7	Identify	
	Apply	

		Summative: <ul style="list-style-type: none"> • Quizzes • End of chapter test • Listening and speaking test
T1-T2	Apply	Other Evidence Formative: <ul style="list-style-type: none"> • Do now activities • Closure/exit slips • Observation • Peer assessment • Homework Summative: <ul style="list-style-type: none"> • Create dialogues/interviews using selected vocabulary • Selected writing assignments • Online research
U1-U6	Recall	
Q1-Q4	Investigate	
K1-K11	Evaluate	
S1-S7	Compare/contrast	

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction
<i>The teaching and learning needed to achieve the unit goals.</i>		
T1-T2	Required Activities	Required Resources
U1-U6	Students will create a PowerPoint or a Poster using their own family or a fictitious family, label and describe each family member.	Computer
Q1-Q4		Text book- Ven Conmigo 1

K1-K11 S1-S7		Notes
		Cuaderno de gramatica- Ven conmigo 1
	Paired activity:	
	Ask each other about weather	
	Peer practice; Students discuss what they do to help around the house	
	Suggested Activities	Suggested Resources
	Weather and season bingo	Computer
	Show related video	Text book- Ven Conmigo 1
	In groups students will create a PowerPoint featuring 3 different outfits for each of the four seasons. They will describe and model one of the outfits.	Notes
	Write a weekly weather report.	Cuaderno de gramatica- Ven conmigo 1
	Identify weather and seasons presented visually.	

Strategies for Differentiation	
Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning

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

Title of Unit 4	Latin American/ Spanish Cuisine	Grade Level	9-12
Curriculum Area	World Languages-Spanish 1CP	Time Frame	50 days
Developed By	Marcella DiMatteo		
Desired Results (Stage 1)			
Established Goals			
<p>7.1.NM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p>			

7.1.NM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

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

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

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

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

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

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

Primary Interdisciplinary Connections

CCSS: Common Core Standards:

CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general specialized reference materials, as appropriate.

CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA.Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA.Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA.Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Tech Standards:

8.1: All students will use computer applications to gather and organize information and to solve problems.

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.

Career Standards:

9.1.12.A.2: Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.D.1: Interpret spoken and written communication within the appropriate cultural context.

9.1.12.D.3: Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

21st Century Interdisciplinary Themes:

___ * ___ **Global Awareness** ___ **Financial, economic, business, and entrepreneurial literacy**

___ * ___ **Civic Literacy** ___ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1-Comprehend, Recognize, and Identify simple oral and written text

T2-Understand and apply simple written and oral conventions to everyday interactions

Page Break

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1 Cultural variations in language grammar and structure are necessary to communicate.	Q1 What English grammar can we learn through the study of another language?
U2 When comparing modes of communication and cultures they are both unique and similar	Q2 How does food affect different cultures?
U3 Communicative modes are different based on the level of formality.	Q3 What can we learn about Spanish by observing differences in verbal and non-verbal communication?
	Q4 How does the cuisine of Spanish speaking countries differ from that of the United States?

<p>U4 When comparing languages, cultural values, and beliefs, all communities deserve equal respect and consideration</p> <p>U5 Cultural perspectives discovered in texts, photos, art, language, and multimedia help shape the learners' view of the world and their community.</p> <p>U6 The geography and culture of a country directly influence its cuisine.</p>	<p>Q5 How does the difference in culture affect how language is expressed?</p>
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
<p>K1 Talk on the telephone</p> <p>K2 Extend and accept invitations</p> <p>K3 Stem-changing verbs</p> <p>K4 Make plans</p> <p>K5 Talk about getting ready/ Daily routines using reflexive verbs</p> <p>K6 Talk about meals and food</p> <p>K7 Comment on food</p> <p>K8 "Tener" idioms</p> <p>K9 Ir+ a+ infinitive</p>	<p>S1 Talk on the telephone using different greetings.</p> <p>S2 Invite friends out and accept and decline an invitation</p> <p>S3 Discuss different plans</p> <p>S4 Talk about daily routines</p> <p>S5 Discuss different foods from various countries</p> <p>S6 Describe how food taste</p> <p>S7 Order in a restaurant</p> <p>S8 Discuss how to get around town using various modes of transportation</p>

K10 Numbers 200-100000	
K11 Transportation	

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u>	<u>Assessment Evidence</u>
	Performance is judged in terms of...	
T1-T2 U1-U6 Q1-Q5 K1-K11 S1-S8	Teacher-created rubrics Read Comprehend Analyze Identify Apply	<u>Transfer Task(s)</u> Formative: <ul style="list-style-type: none"> • Questioning • Discussion • Self assessment • Graphic organizers • Speaking exercises • Journal entries Summative: <ul style="list-style-type: none"> • Quizzes • End of chapter test • Listening and speaking test
T1-T2 U1-U6 Q1-Q5 K1-K11 S1-S8	Apply Recall Investigate Evaluate	<u>Other Evidence</u> Formative: <ul style="list-style-type: none"> • Do now activities • Closure/exit slips • Observation • Peer assessment • Homework

	Compare/contrast	Summative: <ul style="list-style-type: none"> • Create dialogues/interviews using selected vocabulary • Selected writing assignments • Online research
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Learning Plan (Stage 3)		
Checks for alignment		Summary of Key Learning Events and Instruction
and best practice		<i>The teaching and learning needed to achieve the unit goals.</i>
T1-T2	Required Activities	Required Resources
U1-U6	Students will make a PowerPoint presentation on their daily routines	Computer
Q1-Q5		Text book- Ven Conmigo 1
K1-K11		Notes
S1-S8		Cuaderno de gramatica- Ven conmigo 1
	Students will create a restaurant scene in which they greet and respond to a greeting, ask for utensils and order different meals using a menu.	
	Peer practice; role play phone conversation	
	Suggested Activities	Suggested Resources

	Students create a dialogue in which they discuss different modes of transportation.	
	Create a menu featuring breakfast, lunch and dinner.	
	Prepare a selected regional dish.	
	Draw and label morning routine before going to school	
	Students discuss weekend plans	
	Describe how they feel using “tener” expressions	

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