

CURRICULUM MANAGEMENT SYSTEM

MONROE TOWNSHIP SCHOOLS



Course Name: Spanish IA
Grade: Sixth

*For adoption by all regular education programs
as specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy # 2220.*

Board Approved: Month, 2011

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MONROE TOWNSHIP SCHOOLS

VISION, MISSION, AND GOALS

Vision Statement

The Monroe Township Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.

Mission Statement

The Monroe Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well trained committed staff in a safe and orderly environment.

Goals

Raise achievement for all students paying particular attention to disparities between subgroups.

Systematically collect, analyze, and evaluate available data to inform all decisions.

Improve business efficiencies where possible to reduce overall operating costs.

Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.

Provide early interventions for all students who are at risk of not reaching their full potential.

PHILOSOPHY

Our Philosophy as a Middle School is to provide an environment that will nurture adolescents according to their developmental needs. During this transition period, the school will afford students the opportunity for the acquisition of essential academic skills as well as the development of a positive self-concept. Furthermore, we aim to instill in students a sense of values leading to respect for others and their differences, the ability to work with others, and a sense of responsibility for the environment and the community. It is our hope that the time spent at Monroe Township Middle School will foster life-long learning for students.

EDUCATIONAL GOALS

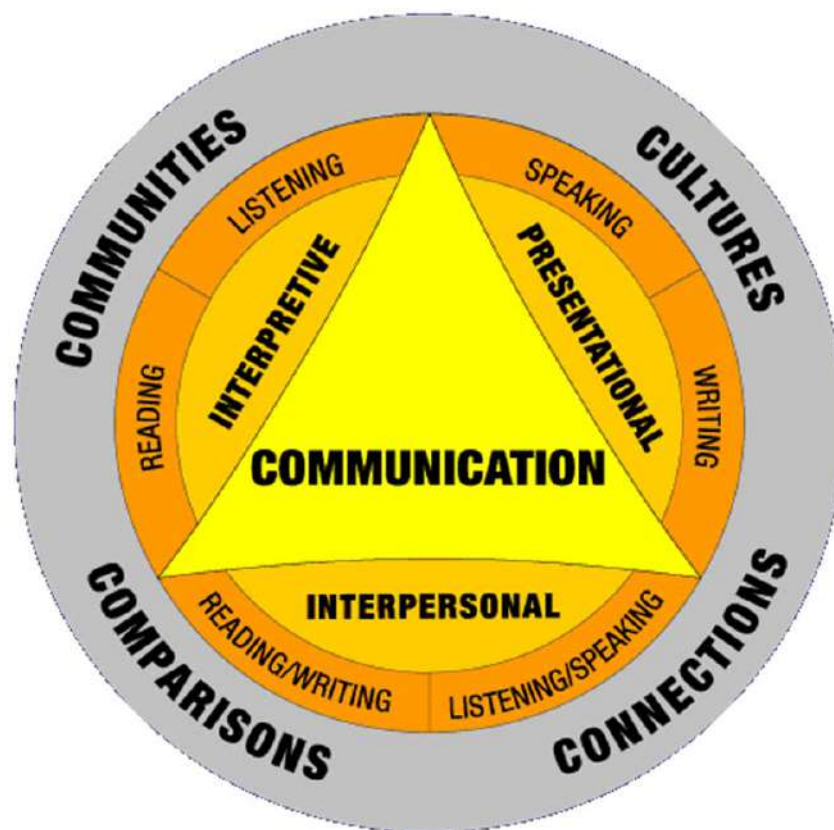
The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

1. To recognize Spanish as a major world language.
2. To explore every day uses for the Spanish language.
3. To demonstrate competency in the use of spoken Spanish.
4. To compare Spanish regional differences and dialects.
5. To initiate a lifelong interest in the Spanish language and culture.
6. To engage students in real-life situations in which they can utilize the Spanish language.
7. To engage students in meaningful activities utilizing the three modes of communication; interpretive, interpersonal and presentational in the target language.

NJDOE: CORE CURRICULUM CONTENT STANDARDS

A note about Common Core State Standards for world language

The Common Core State Standards for world language were adopted by the state of New Jersey in 2009. The standards referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Common Core State Standards for world language may be found at:



i.e. <https://www13.state.nj.us/NJCCCS/ContentAreaView WorldLang.aspx>

SCOPE AND SEQUENCE:

Quarter I	
Big Idea I: Culture	Big Idea II: Identity
<ul style="list-style-type: none">a. Appreciation and purpose for the Spanish languageb. Understanding and interpretation of spoken and written language	<ul style="list-style-type: none">a. Members of the familyb. Basic conversationsc. The homed. Likes/dislikes
Quarter II	
Big Idea III: Patterns	
<ul style="list-style-type: none">a. Calendarb. Weatherc. Clothing	

Core Content Overview

Big Idea I:

- 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.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, [culturally authentic materials](#) on familiar topics.

Big Idea II:

- 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.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.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).

Big Idea III:

- 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

Core Content Overview

level related to self and targeted themes.

- 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.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).

BIG IDEA I: Culture

COURSE NAME: Spanish 1A

OVERARCHING GOALS

1. Establish that the purpose of learning the Spanish language and culture is to lead to a greater understanding of one's own and other languages/cultures and why people think and act in different ways.
2. Acquiring reading strategies to understand and interpret spoken and written language.

ESSENTIAL QUESTIONS

- ❖ ¿Por qué español? (Why should I learn Spanish?)
- ❖ How can I be successful in a situation where the target language is being used at a higher level than I am comfortable with?

SUGGESTED PERIODS FOR INSTRUCTION:

1. ¿Por qué español? – 5
2. Reading strategies – 10

KNOW		UNDERSTAND	DO
<i>Students will know:</i>		<i>Students will understand that:</i>	<i>Students will be able to:</i>
	The arguments for studying Spanish as a second language (i.e. cultural understanding, employment opportunities and success within content areas)	<ul style="list-style-type: none"> Learning the Spanish language and culture leads to a greater understanding of one's own and other languages/cultures and why people think and act in different ways. 	List the arguments for studying Spanish as a second language.
	Effective reading strategies (prior knowledge, cognates, related words, visuals and inferential skills)	<ul style="list-style-type: none"> Communicating in Spanish will give the ability to communicate with native speakers within the community as well as internationally. 	Defend the arguments for studying Spanish as a second language.
	Rules of pronunciation for the Spanish alphabet	<ul style="list-style-type: none"> Communicating in a second language can support success within other content areas. 	Identify real-life situations in which they will benefit from communicating in Spanish as their second language
		<ul style="list-style-type: none"> Language learning involves acquiring strategies to fill communication gaps. 	List reading strategies to understand and interpret text in the target language
		SAMPLE CONCEPTUAL UNDERSTANDINGS	Use rules of pronunciation to identify the sounds which correspond to the letters of the Spanish alphabet
		<ul style="list-style-type: none"> You are in Madrid, Spain and you are having trouble finding the Metro. What do you do? 	Utilize reading strategies to understand and interpret text in the target language
		<ul style="list-style-type: none"> How can knowing Spanish help you with employment opportunities? 	

21st Century Skills

<i>Creativity and Innovation</i>	<i>Critical Thinking and Problem Solving</i>	<i>Communication and Collaboration</i>
<i>Information Literacy</i>	<i>Media Literacy</i>	<i>ICT Literacy</i>
<i>Life and Career Skills</i>	<i>Technology Based Activities</i>	<i>Global Literacy</i>

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119

<http://www.iste.org/standards/nets-for-students.aspx>

Learning Activities

Interpretive:

- Students will each receive the “Por qué español” article with the arguments for learning Spanish as a second language. The information will be split up into different groups and each group will read and present via Jigsaw.
- Reading Strategy Stations: Students utilize the five reading strategies to interpret poems, biographies, comic strips and museum pamphlets in the target language.

Interpersonal:

- Entrance Ticket - In your opinion, Why is it beneficial to learn another language? Why Spanish in particular? How many people in the U.S. do you think are Spanish speaking today? What would it be like to be a bilingual (or trilingual)? How do you imagine things to be different for you?
- The students will interpret two common expressions in the target language. Students will think-pair-share and discuss the meaning of the Spanish phrases and the strategies they used to decipher the meaning.

Presentation:

- Philosophical Chairs: Students watch a news media stating the arguments for and against learning a world language. Students will take notes and answer a higher leveled question to elicit thought and discussion. Students will argue their position.

Performance Assessment Task Sample

Persuasive Letter: The student will create a letter to an undecided classmate in order to show the arguments for taking Spanish as their second language. A successful result will include an authentic situation to support your argument.

- ❖ **NOTE:** The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses)*.
- ❖ Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Open-Ended Pre-Assessment:

- ❖ ¿Por qué Español? - Situation Analysis: Students read a real-life situation and evaluate their response and reaction based on their current level of Spanish (i.e. traveling to a Spanish-speaking country, greeting a native in a Spanish-speaking country, reading a weather report)
- ❖ Reading Strategies – Common Expressions: Students read common expressions in the target language and interpret meaning. Next, students list the strategies that they used.

Open-Ended (Formative) Assessment:

- ❖ Students will create their own real-life situations in which Spanish was needed.
- ❖ Graphic Organizer: Students will use “connections graphic organizer” to demonstrate how Spanish can be applied in other content areas.
- ❖ Reading Strategy Stations: Students will travel throughout six different stations, each highlighting the use of the reading strategy.
- ❖ Guided Reading: Teacher will guide students through reading a trade book, asking comprehension questions to check for understanding.
- ❖ Note to a classmate: Students will write a note to a classmate who was absent which lists and explains the reading strategies and show how they were used to interpret text.

Summative Assessment:

- ❖ Persuasive Letter: The student will create a letter to an undecided classmate in order to show the arguments for taking Spanish as their second language. A successful result will include an authentic situation to support your argument.
- ❖ Interpretive Assessment: The student will read a text in the target language and utilize the strategies to answer comprehension questions.

BIG IDEA II: Identity

COURSE NAME: Spanish IA

OVERARCHING GOALS

1. Establish that the purpose of learning the Spanish language and culture is to lead to a greater understanding of one's own and other languages/cultures and why people think and act in different ways.
2. Acquiring reading strategies to understand and interpret spoken and written language.
3. Establish that personal identity is developed through experiences that occur within one's family, one's home, and one's culture.

ESSENTIAL QUESTIONS

- ❖ How does my family, my culture and my home shape who I am?
- ❖ How are your basic needs and preferences reflected by your home?
- ❖ In what ways does one's culture change how one responds appropriately to greetings and leave-takings?

SUGGESTED PERIODS FOR INSTRUCTION:

1. Members of the family: 4
2. Basic conversations: 6
3. The home: 8
4. Likes/dislikes: 12

KNOW		UNDERSTAND	DO
<i>Students will know:</i>		<i>Students will understand that:</i>	<i>Students will be able to:</i>
	The members of the family	<ul style="list-style-type: none"> Personal identity is developed through experiences that occur within one's family, one's home, and one's culture. Practices related to the home are shared across cultures and others are culture-specific. "Basic needs" vary among and within cultures. <div>SAMPLE CONCEPTUAL UNDERSTANDINGS</div> <ul style="list-style-type: none"> Think about your bedroom. Name three objects in your bedroom that reflect your personal identity. You are in the kitchen. Categorize the activities done in the kitchen of a Spanish-speaking family and an American family. 	List the members of the family
	Greetings and leave-takings		Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
	Rooms in the home		Ask and respond to simple questions
	Objects in a bedroom		Label the rooms of the home
	The verb "gustar"		Label the objects in a bedroom
	Likes/dislikes of pastimes in the home (i.e. cooking, cleaning, playing video games, watching television)		Define the verb "gustar"
	Cultural similarities and differences within the home		Use the verb "gustar" to state the likes/dislikes of pastimes for themselves and the members of their family
			Express preferences using memorized words and phrases
			Identify the basic needs in a typical Latino and American home
			Name common pastimes in a typical Latino and American home
			Compare and contrast homes in the United States to homes in Spanish-speaking countries

21st Century Skills

<i>Creativity and Innovation</i>	<i>Critical Thinking and Problem Solving</i>	<i>Communication and Collaboration</i>
<i>Information Literacy</i>	<i>Media Literacy</i>	<i>ICT Literacy</i>
<i>Life and Career Skills</i>	<i>Technology Based Activities</i>	<i>Global Literacy</i>

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119

<http://www.iste.org/standards/nets-for-students.aspx>

Learning Activities

Interpretive Mode:

- Members of the family: The teacher will present a picture of their family to the students in the target language. Next, the teacher will present each individual member of the family and the students must identify the family member correctly, orally or written.
- Cloze Listening Activity: Students will listen to a dialogue including greetings, responses and leave-takings with missing components and complete the dialogue.
- The home: The teacher will present pictures of the home and the different rooms of the home in the target language. Next, the teacher will present each individual room and the students will identify the room and objects in the bedroom.
- TPR: The teacher will use TPR (Total Physical Response) to say and act out the activities related to the home. Students will imitate the actions. Next, the teacher will present the pictures to the students and they will identify the correct TPR action and vocabulary phrase.

Interpersonal Mode:

- Family Scavenger Hunt: Students will rotate around the classroom with a list of specific information related to the family (i.e. a student who has two sisters, a student who has a great grandmother). Students must use the target language while searching.
- Each student will receive a situation card stating who they are and if they are or are not meeting another person for the first time. Students must travel around the room greeting one another appropriately for the situation they have been given.
- Picture Prompt: The teacher will provide pictures of different rooms in the home. Students will discuss which activities they like to do and which activities they do not like to do.

Presentational Mode:

- Family Picture: Each student will bring in a picture of their family and present the members of their family to another student.
- Pass the Picture: Each student will receive a different picture of a room in the house. The teacher will ask a question and students will use the visual to answer the question below the picture. Next, the students will pass the picture to the student sitting next to them. The teacher will ask another question and again the students will use the visual to answer the question below the picture. When the activity is finished students will present their descriptions of the visuals. Sample Questions: Which room is this? List two objects in the room. Name two family members found in the room. List three activities you like to do in this room. List three activities you do not like to do in this room.

Performance Assessment Task Sample

- ❖ Your goal is to show how your personal identity is a reflection of your home, your family and your culture. You are a student host welcoming a Spanish-speaking exchange student to your home. You will need to create a depiction of your home (model, photo album, and multimedia) as well as a culturally appropriate dialogue.

Your product must meet the following standards:

- Show appropriate responses to greetings and leave-takings
- The basic needs and preferences of you and your family members.

- ❖ **NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).**
- ❖ **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.**

Pre-Assessment:

- ❖ **Picture Analysis:** Students will receive a picture of a house and family members. Students will list as many rooms, bedroom objects and family members as possible. Also, students will identify, using a scale of 1-5 (1- least and 5-most), the objects least necessary in the house to most necessary.
- ❖ **K-W-L:** What do you already know about Latin American families and homes? What do you want to learn about Latin American families and homes?
- ❖ **Entrance Pass:** Each student will receive an entrance pass including; a greeting, response or leave-taking. The student will read the pass and determine the category and sit at the appropriate table.
- ❖ **T-chart:** Each student will receive a t-chart labeled “me gusta” and “no me gusta” and a set of activities with pictures related to the house (i.e. complete my homework, watch television, wash the dishes). Students will individually place the strip under what they believe to be the appropriate category.

Open-Ended (Formative) Assessment:

- ❖ **Ball Toss:** Students will orally state an activity related to the house that they like to do.
- ❖ **Ball Toss:** The teacher will show pictures of different rooms in the house. The students will toss the ball and orally state activities they like to do related to specific rooms in the house. Also, the students will state activities that they do not like to do in the specific rooms of the house.
- ❖ **Dialogue Cloze:** Students will read a dialogue using greetings and leave-takings with certain key vocabulary missing. They must use their knowledge of these phrases to complete the dialogues.
- ❖ **Dialogue Oral Assessment:** Students will engage in a short conversation with the teacher where they will be required to respond appropriately based on the situation (i.e. teacher, policeman, friend, family-member, Spanish-speaker)
- ❖ Students will read and listen to a dialogue including greetings and leave-takings which is incorrect grammatically and culturally inappropriate. Students will be asked to identify the errors and to offer possible corrections.

Summative Assessment:

- ❖ Your goal is to show how your personal identity is a reflection of your home, your family and your culture. You are a student host welcoming a Spanish-speaking exchange student to your home. You will need to create a depiction of your home (model, photo album, and multimedia) as well as a culturally appropriate dialogue.
Your product must meet the following standards:
 - Show appropriate responses to greetings and leave-takings
 - The basic needs and preferences of you and your family members.

BIG IDEA III: Patterns

COURSE NAME: Spanish 1A

OVERARCHING GOALS

1. Establish that the purpose of learning the Spanish language and culture is to lead to a greater understanding of one's own and other languages/cultures and why people think and act in different ways.
2. Acquiring reading strategies to understand and interpret spoken and written language.

ESSENTIAL QUESTIONS

- ❖ How are the concepts of calendar, weather and clothing inter-related?
- ❖ How are our daily choices affected by the weather and culture in which we live?
- ❖ How did the discoveries of ancient civilizations influence our daily lives?

SUGGESTED PERIODS FOR INSTRUCTION: 45

- a. Calendar - 10
- b. Weather - 15
- c. Clothing (related to calendar and weather) – 20

KNOW		UNDERSTAND	DO
<i>Students will know:</i>		<i>Students will understand that:</i>	<i>Students will be able to:</i>
	Months of the year	<ul style="list-style-type: none"> Calendar, weather and clothing follow inter-related patterns. Our daily choices are influenced by the weather and the culture in which we live. Aspects of the calendar are shared across cultures and other aspects are culture specific. 	List the months of the year, days of the week and numbers
	Days of the week		Use the months of the year, days of the week and numbers to write the date
	Numbers		Describe the characteristics of a Latin-American calendar
	How to write the date		Explain how the calendar used today is a product of the Mayan civilization
	Characteristics of a Latin-American calendar	SAMPLE CONCEPTUAL UNDERSTANDINGS <ul style="list-style-type: none"> It is November 25th. Describe the season, weather patterns, clothing and activities one would typically engage in. Explain three similarities between the American calendar and the Mayan calendar. 	Identify the four seasons of the year
	Calendars used today by Western civilization are products of the Mayan civilization		Name/act out the types of weather patterns
	Seasons of the year		Match the weather patterns to the specific season
	Types of weather		Match the season to the correct months of the year
	We experience different types of weather in different times of the year		Identify characteristics of the four seasons
	There are four seasons and each season has different characteristics		Describe and imitate activities done in different types of weather
	We do different activities in different types of weather		Identify preferred activities for each season

KNOW		UNDERSTAND	DO
<i>Students will know:</i>		<i>Students will understand that:</i>	<i>Students will be able to:</i>
	Clothing		Recite the articles of clothing
	Wear different types of clothes in different types of weather		Classify appropriate clothing choices according to types of weather
	People of different cultures wear different types of clothing		Categorize clothing specific to Spanish-speaking countries

21st Century Skills

<i>Creativity and Innovation</i>	<i>Critical Thinking and Problem Solving</i>	<i>Communication and Collaboration</i>
<i>Information Literacy</i>	<i>Media Literacy</i>	<i>ICT Literacy</i>
<i>Life and Career Skills</i>	<i>Technology Based Activities</i>	<i>Global Literacy</i>

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119

<http://www.iste.org/standards/nets-for-students.aspx>

Learning Activities

Interpretive Mode:

- The teacher will present a calendar to the students in the target language. Students will identify the key calendar vocabulary (months, days of the week, today, tomorrow, yesterday)
- Date Formula: Students will receive the parts of the date formula. Next, students will mix up the formula and arrange it in order. Then, students utilize the formula to write the date in the target language
- Weather TPR: The teacher will use TPR (Total Physical Response) to say and act out the weather patterns. Students will imitate the actions. Next, the teacher will present the pictures to the students and they will identify the correct TPR action and vocabulary phrase.
- The teacher will dress a boy and girl doll using the clothing vocabulary in the target language. Next the teacher will present the pictures to the students and they will identify the correct picture and vocabulary phrase.
- Weather Activities TPR: The teacher will use TPR (Total Physical Response) to say and act out the activities related to each season. Students will imitate the actions. Next, the teacher will present the pictures to the students and they will identify the correct TPR action and vocabulary phrase.

KNOW	UNDERSTAND	DO
<i>Students will know:</i>	<i>Students will understand that:</i>	<i>Students will be able to:</i>
<p>Interpersonal Mode:</p> <ul style="list-style-type: none"> Calendar dialogue: In pairs, students question one another about dates significant to their own lives (i.e. birthday, first day of school, favorite holidays) Weather Dialogue: Students question one another about weather and clothing significant to their own lives. (i.e. favorite weather, clothing they wear specific to the season, activities they enjoy during the different weather patterns. <p>Presentational Mode:</p> <ul style="list-style-type: none"> Weather Picture Prompts: Students will use picture to describe the season, a possible date, typical weather patterns, possible clothing they might wear and activities they would complete. Cultural Discovery Box: Students will receive artifacts or pictures of artifacts of traditional articles of clothing from various Spanish-Speaking countries. Students will present their responses to the following questions: <ul style="list-style-type: none"> Of what is the object made? For what is the object used? What hypothesis can be made about the culture or society from which the artifact comes? With what in your own life does this artifact compare? In which season, would one wear this article of clothing? What activities might they do in this article of clothing? <p>Class discussion follows these presentations in which the class responds to the following questions:</p> <ul style="list-style-type: none"> What article of clothing would you put in a discovery box from the United States? What are the similarities and differences between the clothing in Spanish-speaking countries and American clothing? 		

KNOW	UNDERSTAND	DO
<i>Students will know:</i>	<i>Students will understand that:</i>	<i>Students will be able to:</i>
Performance Assessment Task Sample	<p>Fashion Show Performance Assessment: Your task is to determine the articles of clothing and weather patterns that correspond to a specific season. You have been asked to put together a variety of outfits tailored to the geographical location and season. Your clients are fashion industry buyers from various locations in the world. The challenge involves presenting a detailed explanation of each outfit according to the season. You need to develop a fashion show that justifies your outfits.</p> <p>A successful result will include:</p> <ul style="list-style-type: none"> • Geographical location • Date • Season – weather patterns and temperature • Articles of clothing that relate to seasonal activities to complete outfit 	

- ❖ **NOTE:** The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*
- ❖ Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Pre-Assessment:

- ❖ Days of the week, months of the year, number, weather pattern and clothes word analysis

Open-Ended (Formative) Assessment:

- ❖ Current Weather Forecast: Students evaluate the current weather conditions and write/state a short description including date, season, weather pattern, temperature, clothes and/or activities
- ❖ Calendar Prompt: Students use a calendar to respond to prompt (Which is the first day of the month in October? When is Christopher Columbus Day?)
- ❖ TPR: Teacher will orally state a season and students will act out a weather pattern that corresponds to the season.
- ❖ Calendar/Weather Prompt: Students use a calendar complete with weather forecasts and respond to prompt (Which day in February was the coldest? Explain the change in weather from the beginning of the month to the end of the month. Compare and contrast the weather from February 16th to today)
- ❖ Activity Oral Assessment: Teacher will prompt students with questions related to the date, season, weather pattern, clothes, and/or activities. (Today is April 14th. State the season and possible weather patterns. I am wearing a bathing suit and sandals. What day is it?)

Summative Assessment:

- ❖ Fashion Show Performance Assessment: Your task is to determine the articles of clothing and weather patterns that correspond to a specific season. You have been asked to put together a variety of outfits tailored to the geographical location and season. Your clients are fashion industry buyers from various locations in the world. The challenge involves presenting a detailed explanation of each outfit according to the season. You need to develop a fashion show that justifies your outfits.
A successful result will include:
 - Geographical location
 - Date
 - Season – weather patterns and temperature
 - Articles of clothing that relate to seasonal activities to complete outfit

COURSE NAME: SPANISH 1A

1. Learning the Spanish language and culture leads to a greater understanding of one's own and other languages/cultures and why people think and act in different ways.
2. Communicating in Spanish will give the ability to communicate with native speakers within the community as well as internationally.
3. Communicating in a second language can support success within other content areas.
4. Language learning involves acquiring strategies to fill communication gaps.
5. Personal identity is developed through experiences that occur within one's family, one's home, and one's culture.
6. Practices related to the home are shared across cultures and others are culture-specific.
7. "Basic needs" vary among and within cultures.
8. Calendar, weather and clothing follow inter-related patterns.
9. Our daily choices are influenced by the weather and the culture in which we live.
10. Aspects of the calendar are shared across cultures and other aspects are culture specific.