

Englewood Public School District
2013-2014

World Language Curriculum K-8

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This is a Collaborative Department Document

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Board of Education Approved on : 06/20/13

Pre-K and Kindergarten - Spanish

These units will establish a vocabulary base for fundamental learning taught in the Pre-Kindergarten and Kindergarten students. While learning how to pronounce: *greetings, family, numbers, adjectives, colors, animals and body parts*.

Students will always be encouraged to relate all topics back to themselves. Personalizing age-appropriate topics will increase students' interest and motivation to use what they have learned through interpersonal discourse.

The vocabulary and language functions established at this level in these units will be revisited and expanded in both the First and Second Grades.

Pre-K and Kindergarten – Spanish

Goldilocks and the Three Bears “*Ricitos de Oro y Los Tres Osos*” “*Grande, Pequeño*”

In this unit Students will be exposed to Spanish language through variations on the story of “*Goldilocks and the Three Bears*”. (*Ricitos de Oro y Los Tres Osos*)

Students will have the ability to understand and imitate **greetings**, (*Hola, Adios, hasta luego*) **numbers**, (*uno, dos, tres,*)

Adjectives (*grande, pequeño, caliente, frio,*) and **family members** (*mamá, papá, bebé*)

<p>Essential Question:</p> <ul style="list-style-type: none"> • How can I describe objects by using “<i>grande o pequeño</i>” (big and small?) • How can I express “hot and cold” (“<i>caliente y frio</i>”) in Spanish • How can I use basic greetings with friends and teachers? 		
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Recognize and express a variety of greetings and introductions • Understanding and following basic directions • Understanding short stories written in Spanish • Understanding how to be responsible for our actions 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Book: “<i>Ricitos de Oro y los tres osos</i>” <i>Goldilocks and the Three Bears</i>” • Big, medium, and small objects (chairs, bears, bowls,) • Flash cards, posters, and DVD, • Puppets, bingo game, glue, crayons. 	<p>Vocabulary:</p> <p><i>Papá oso, Mamá osa, bebé oso, grande, pequeño, uno, dos, tres, caliente, frio, hola, adiós, hasta luego, gracias, de nada.</i></p>
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <ul style="list-style-type: none"> • Demonstrate verbal comprehension of : <ol style="list-style-type: none"> 1. The numbers 1, 2, 3 “<i>uno, dos, tres</i>” 2. The descriptive adjectives “<i>grande o pequeño</i>” “big” and “little” 3. Salutations and Departures: “<i>hola</i>” and “<i>hasta luego-adios</i>” “hello, good-bye” • Differentiating between the Spanish words <i>grande</i> and <i>pequeño</i> by gesture or verbally. • Identify the Spanish courtesy words <i>gracias</i> and <i>de nada</i>. • Recognize and use words for hot and cold, (<i>frio, caliente</i>) 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4</p>

<p>Performance Task Summary (Project): Students will</p> <ul style="list-style-type: none"> • Play the game “<i>Hola</i>” “<i>Adios</i>” version of “Duck, duck, goose” game. • Sing the “<i>Uno, Dos, Tres Ositos</i>” Song, asking students to count with their fingers while singing the song. • Have a set of objects “cards”, ask the students to hold up the objects named by the teacher. (<i>oso, silla, cama, plato</i>) • Hold up the correct number when hearing a number (<i>uno, dos, tres,</i>) in Spanish. • Pointing to, holding up, or selecting large and small objects. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Observe the students for verbal or non-verbal indications of comprehension. • Watch the students as they count with their fingers and follow what is happening. • Students will display verbally and non-verbally listening comprehension by executing an action every time they hear a word or phrase. <p>Examples:</p> <ul style="list-style-type: none"> • Every time they hear the word “<i>grande</i>” they hold their arms up and make a big circle. • Every time they hear the numbers “<i>uno, dos, tres</i>” they use their fingers and thumb to show that number. • Every time they hear the word “<i>caliente</i>”, they make a fanning motion in front of their faces. 	
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Pre-K and Kindergarten-Spanish *Brown, Bear, Brown Bear, What Do you See?*
“Animals and Colors “Animales y colores”

<p>Essential Question:</p> <ul style="list-style-type: none"> • How do I describe animals using the names of colors in Spanish? • Can I name colors in Spanish? 		
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Understanding the basic pronunciation and names of the colors in Spanish • Some animals make different sounds in Spanish. • That animals have color variations 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • “<i>Brown, Bear, Brown Bear, What Do you See?</i>” by Bill Martin Jr. • Color flash cards • Worksheets • Color pencils 	<p>Vocabulary</p> <p>oso, pajaro, pato, caballo, rana, perro, gato, oveja, pez. café, rojo, amarillo, verde, blanco, azul, negro, anaranjado.</p>
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <ul style="list-style-type: none"> • Learn how to pronounce animal names • Recognize the colors • Repeat and read the rhyming book • Color the animals 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4</p>
<p>Performance Task Summary (Project):</p> <p>Students will</p> <ul style="list-style-type: none"> • Students will create an animal book. • List the names of animals and colors used in the book. • Color animals and using the appropriate color according to story “Oso Pardo” 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Match each color and name to the correct animal. • Students will color animals in handout according to story “<i>Oso Pardo</i>” • Student will recognize and pronounce the color of each of the animals at the end of the book “<i>Oso Pardo</i>” • Using flash cards, have students pick a card from the magic bag then say the name of the animal and color using the vocabulary words that they have learned. 	

Pre-K and Kindergarten - Spanish
“From Head To Toe” “De la cabeza a los pies”

Essential Questions: <ul style="list-style-type: none"> • How can I move my body in different ways? • How can I express the different parts of my body? 		
Enduring Understandings: <ul style="list-style-type: none"> • Understanding how the body moves in different ways. • People and animals move their body • The body can make music when you move 	Materials & Resources: <ul style="list-style-type: none"> • Book: “From Head To Toe” “De la Cabeza a los pies” By Eric Carl • Worksheets • Crayons • CD, Music 	Vocabulary cabeza, hombros, cuello, brazos, manos, dedos. Pinguino, jirafa, mono, foca, bufalo, yo.
Objectives (Students will be able to apply the following skills/strategies): <ul style="list-style-type: none"> • Practice pronunciation of the names of animals • Recognize body parts • Memorize the rhyming book • Sing the rhyming book by moving the appropriate body part • Students will identify parts of the body in Spanish 		Common Core Standards: 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4
Performance Task Summary (Project): Students will: <ul style="list-style-type: none"> • Students will create an animal book. • Teacher and children stand and follow the words and touch correct body parts as they go “<i>giro la cabeza, doblo el cuello, aplaudo con las manos</i>” 	Authentic Assessment: <ul style="list-style-type: none"> • Observing students for listening comprehension. • Students will pick a card from the magic bag then say the name of the animal selected. 	

Pre-K and Kindergarten - Spanish
“Mis primeros pasos”

In this unit Students will understand vocabulary and grammatical rules through the use of the “**SymTalk Method**”. These flash cards consist of nouns, verbs; adjectives. This unit will further provide students with the tools for meaningful communication and how to speak in full sentences.

Teacher introduction of vocabulary and comprehension exercises reinforce the students understanding of language symbols. Once they have reached a certain level of memorization, the students will practice reading the sentences. Students will understand how to substitute words for self-explanatory symbols, producing authentic memorization of the vocabulary.

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • Can I eat tacos? • Can animals eat tacos? • Can animals play with balls? • Can I play with balls? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Understanding basic oral commands, expressions and vocabulary • Students will understand the fundamentals of the language by practicing vocabulary with SymTalk flash cards. • Students will structure full sentences in order to attain communicative oral proficiency. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Book “<i>Mis primeros pasos</i>” • SymTalk flash cards • Worksheets • Posters 	<p>Vocabulary:</p> <p>Antonio, Livia, Pablo, Rosa, gato, perro, juega, come, mira, bebe, taco, sombrero, pelota, lápiz, agua, jugo, leche, manzana, pastel, con, a.</p>

<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Learn the pronunciation of nouns, verbs and adjectives. • Memorize the vocabulary using the Symtalk flash cards. • Create sentences using the flash cards. • Repeat each word out loud <i>Antonio, juega, con, el perro, la pelota, come, un taco, agua.</i> • Read-Say sentences out loud • Cut out pictures and create sentences. 		<p>Common Core Standards: 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Students will describe the scenes without the use of symbols applying vocabulary which they have learned. • <i>SymTalk Flash Cards</i> are a necessary tool for introducing and practicing vocabulary and grammatical rules in Spanish. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Students will take turns coming up to the board, constructing sentences utilizing the flash cards. • Observe listening comprehension and oral proficiency 	

**First Grade –Spanish
Greetings and Farewells “Saludos”**

Essential Questions:

- How do Spanish speakers greet each other?
- How can I greet my friends in Spanish?
- How can I say goodbye and see you later in Spanish?

Enduring Understanding:

- Understand how to use authentic expressions in the target language to greet people.
- Understand words of praise and simple classroom commands.

Materials & Resources:

- CD “*Juan Luis Orozco*”
- Flash cards
- Greetings Worksheets
- Puppets
- Names tags

Vocabulary:

hola,
buenos días,
buenas tardes,
buenas noches,
Estoy así, así,
Estoy mal,
Estoy bien,
¿Cómo estás?
¿Cómo te llamas?
Adiós,
por favor,
hasta luego
Gracias, de nada,
lo siento,
excelente, levántate
fantástico, repite,
siéntate, escucha,
silencio, abre, cierra.

<p>Objectives: Students will be able to apply the following skills/strategies</p> <ul style="list-style-type: none"> • Repeat phrases spoken by the teacher • Communicate with a partner by listening and speaking in a prepared dialogue • Use greetings, farewells and introductions in Spanish • Express their names and ask a classmate for their name 		<p>Common Core Standards: 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Students will create and present a dialogue using the vocabulary that they have learned. • Students will play “<i>Simon says</i>” using the classroom commands. • Role-playing with puppets. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Check for the proper pronunciation during an oral student presentation. • Choral and individual repetition • Teacher will observe students using mini- dialogue. 	

First Grade – Spanish
Farm Animals “Animales de la granja”

Essential Questions: <ul style="list-style-type: none"> • Can I identify farm animals by their sounds? • Can I name farm animals in Spanish? 		
Enduring Understanding: <ul style="list-style-type: none"> • Some animals make different sounds in Spanish. • Understand the characteristics which distinguish animals from one another. 	Materials & Resources: <ul style="list-style-type: none"> • “Dias y Dias de Poesías • Poem chart • Flash cards • CD • Reading A-Z books 	Vocabulary: gallo gallina pollo cerdo vaca pato perro oveja
Objectives Students will be able to apply the following skills/strategies: <ul style="list-style-type: none"> • Identify farm animals by looking at pictures • Recite the poem: “<i>Concierto</i>” • Sing a song using the animal vocabulary • Learn introduced vocabulary by applying picture word association 		Common Core Standards: 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5
Performance Task Summary (Project): <ul style="list-style-type: none"> • Recite the poem “<i>Concierto</i>” using fluency. • Students will play the games: “Seven Up” and “Simon Says” using farm animals and their sounds. 	<ul style="list-style-type: none"> • Authentic Assessment: Teacher observes student performance during the group activities of “Simon Says” and “Seven Up” games. • Recognize animal Flashcards. 	

First Grade – Spanish
Shapes and Colors “Formas y colores”

<p>Essential Question:</p> <ul style="list-style-type: none"> • Can students name the shapes and colors in Spanish? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will develop the understanding that shapes and colors are adjectives • Students will be able to express their color preferences • Students will understand how shapes are related to one another 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Flash cards with colors and shapes • CD songs • Worksheets • www.123teachme.com, pronunciation, and games • www.quia.com games with different games 	<p>Vocabulary:</p> <p>café, rojo, amarillo, verde, blanco, azul, negro, anaranjado, triángulo, cuadrado, círculo, rectángulo.</p> <p>¿Qué forma es? ¿De qué color es?</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Identify colors and shapes • Match colors with shapes • Sing a song about colors • Name and identify shapes and colors in Spanish 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project):</p> <p>The Teacher will call out a shape and color in Spanish, students will then find the matching shape color item in the room and bring it back to their desk.</p>	<p>Authentic Assessment: Observe students identifying appropriate shapes and colors.</p>	

Second Grade-Spanish
The Classroom “La clase”

<p>Essential Questions:</p> <ul style="list-style-type: none"> • Can students identify everyday objects used at school? • Can students name a classroom objects in Spanish? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Learning about classroom objects and understanding basic commands as a practical way of communicating between the teacher and student. • Understand language related to objects. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Pocket chart with sentence strips • Classroom objects realia • Pictures • Reading A-Z books • Worksheets • Bingo and chips 	<p>Vocabulary:</p> <p>la mesa, la silla, la puerta, el escritorio, el libro, el lápiz, el reloj, el mapa, el globo, la maestro, el borrador, grande, pequeño y mediano</p> <p>¿Qué es esto?" Esto es____. ¿Dónde está? Aquí está__</p>
<p>Objectives Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Sing a song using classroom vocabulary • Color pictures and copy classroom object words • Identify and describe classroom items using size • Match classroom objects with vocabulary words • Ask and respond to simple questions such as: “What is this?” and “Where is it?” 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project): In a pair / share assessment activity students will compare and contrast and assortment of school objects using shapes and sizes.</p>	<p>Authentic Assessment:</p> <p>Observe students oral responses Demonstrate comprehension of new vocabulary words about classroom objects</p> <p>Using flashcards students will identify what classroom object the teacher is holding up.</p>	

Second Grade –Spanish
My Family “Mi familia”

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I describe my family? • Can I name the members of my family? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Families represent a smaller unit of a larger society and share common traits from one society to another. • Appreciating and understanding the variety of cultures that exist in a society enriches our view of that society. • The definition of family differs from culture to culture. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Flash cards • Posters • Worksheets • Cd • Pencils • Crayons • Reading A-Z books • Bingo and Chips • www.123 teachme.com 	<p>Vocabulary:</p> <p>familia, miembros, padre, madre, abuelo, abuela, hermano, hermana, tío, tía, primo, prima, bebé, hijo, hija, ¿Cuántos miembros hay en tu familia?, ¿Cómo se llama tu madre/padre?</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Identify the family members in Spanish. • Describe the members of the family. • Draw and label the members of the family. 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project): Create and present a skit using the family members vocabulary</p>	<p>Authentic Assessment:</p> <p>Observe students oral responses, (family skit).</p>	

Second Grade –Spanish
My Home- “Mi casa”

Essential Questions: <ul style="list-style-type: none"> • How do I describe my dream house? • Can I name the various parts of a house? 		
Enduring Understanding: <ul style="list-style-type: none"> • Language learners will use appropriate vocabulary to talk about and describe their ideal house. • Understand what activities take place in a home. 	Materials & Resources: <ul style="list-style-type: none"> • Flash cards • Posters • Worksheets • Cd • Pencils • Crayons 	Vocabulary: la casa, el dormitorio, la sala, el baño, la cocina, la cómoda, la cama, la alfombra, el escritorio, el estante, el televisor, el sofá, el sillón, el cuadro, la bañera, el lavamanos, el espejo, la toalla, la estufa, el refrigerador, la mesa, la silla
Objectives Students will be able to apply the following skills/strategies: <ul style="list-style-type: none"> • Identify the rooms in a house • Describe the rooms in a house • Draw and label the rooms of a house 		Common Core Standards: 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5
Performance Task Summary (Project): Students will sketch and describe their favorite room in a house	Authentic Assessment: The Teacher will perform assessment based upon oral and written student responses.	

Third Grade –Spanish
Spanish Speaking Countries “Países de habla hispana”

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I identify at least 10 Spanish Speaking Countries? • Can I locate a Spanish speaking country on a map based on its shapes? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Understand that there are over 20 Spanish-speaking countries. • Identifying Spanish-speaking countries and recognizing the cultural differences between these countries. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Maps • C.D. Song “<i>Himno de las Américas</i>” • Worksheets • Flash cards • Posters • Pencils and • Crayons • Flag • Bingo and Chips 	<p>Vocabulary:</p> <p>Argentina, Bolivia, Colombia, Ecuador, Uruguay, Venezuela, Paraguay, Chile, Perú, México, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panamá, ubicar, mapa</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Identify and Locate at least 6 Spanish speaking countries on the map • Match the countries with their capital cities • Recognize Spanish speaking countries by their shape • Create a flag of a Spanish country 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project):</p> <p>Label the names and capital cities of the Spanish speaking countries on a map.</p> <p>Draw at least 4 Spanish-speaking countries by their shape</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Oral and written quiz. • Based on students oral and written responses teacher will assess students performance. 	

Third Grade –Spanish
Weather and Seasons “El tiempo y las estaciones”

<p>Essential Question:</p> <ul style="list-style-type: none"> • How do I describe the various types of weather in Spanish? • Can I name the seasons of the year in Spanish? 		
<p>Enduring Understanding: Students will understand that:</p> <ul style="list-style-type: none"> • Weather affects the way people live in the world. • Know the Spanish weather expressions. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Flash cards • Posters • Worksheets • CD • Pencils • Crayons • Video • Bingo cards and chips • www.123teachme.com 	<p>Vocabulary: el tiempo, primavera, verano, otoño, invierno, hace frío, hace calor, hace sol, hace fresco, hace buen tiempo, hace mal tiempo, hace viento, está lloviendo, está nevando, está nublado, las estaciones</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Recite “The Weather” song in Spanish • Identify weather terms associated with the four seasons • Describe weather by using picture cards • Illustrate and label the four seasons in Spanish • Identify either orally or written different weather conditions 		<p>Common Core Standards: 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project): Create a book using the four seasons and weather expressions.</p>	<p>Authentic Assessment: Observe students creating the book and playing the game bingo (using Spanish weather terms) in order to reinforce the vocabulary which they have learned.</p>	

Third Grade –Spanish
My Body “Mi cuerpo”

<p>Essential Question:</p> <ul style="list-style-type: none"> • How can do I describe body parts in Spanish? • Can I name the parts of my body in Spanish? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand the various functions of body parts. • Students will understand how to identify and describe the parts of the human body in Spanish. 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Flash cards • Posters • Worksheets • CD • Pencils • Crayons • Video • Bingo cards and chips • www.quia.com memory game 	<p>Vocabulary: el cuerpo, cabeza, hombros, rodillas, pies, boca, nariz, orejas, ojos, pelo, manos, brazos, piernas, dedos, frente, cintura, cara.</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Identify parts of the body in Spanish • Play the game “Simon Says” in order to reinforce the new vocabulary • Sing the song “<i>Cabeza, hombros, rodillas y pies</i>” • Draw a self-portrait and label the body parts 		<p>Common Core Standards: 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Draw and label a self-portrait. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Simon says game • Responses to questions • Worksheets on which label body parts. 	

Fourth Grade-Spanish
Adjectives “Los adjetivos”

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use adjectives when completing Spanish writing exercises? • Is there more than one way to describe something in Spanish? • How do I use adjectives to describe my family members? • How are Spanish adjectives different from English adjectives? • What is the purpose of an adjective? • What is poetry? • How are feelings expressed in poems? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Adjectives, nouns and articles in Spanish are gender and number specific • Languages are distinguished by their grammar and structure • Comparing English with other languages is important to understanding the nature of language • Understand that poetry can be used to communicate feelings and ideas 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Posters • Picture cards • Worksheets • You-tube and Teacher-tube video • Song: <i>Los adjetivos</i> • Unit portfolio • Sample adjective poem • Venn Diagram • Poster boards • Notebook, pencil, crayons and markers 	<p>Vocabulary: alto(a), bajo(a), inteligente, tonto(a), rico(a), pobre, bueno(a), malo(a), bonito, guapo, feo(a), chiquito(a), grande, simpático(a), antipático(a), flaco(a), gordo(a), rubio(a), moreno(a), divertido(a), aburrido(a), pequeño(a)</p>

<p>Objectives Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Describe the members of their family • Demonstrate how adjectives match the gender and number of the nouns they describe • Recognize which adjectives are used for both genders • Compare and contrast the members of their family • Compare and contrast Spanish and English adjectives • Create a poem using the adjectives 		<p>Common Core Standards:</p> <p>7.1.NH.A.4 7.1.NM.B.4 7.1.NH.A.3 7.1.NH.A.5 7.1NM.A.1 RL.4.2</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Students will create a family tree • Label and describe the members of the family • Create a poem using the adjectives 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Adjective quiz • Family Tree project • Label and describe the family members • Create poem using the adjectives 	

Fourth Grade-Spanish Sports “Los deportes”

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do sports and spare time activities differ in the United States vs. Spanish Speaking countries? • What are the most popular sports in the United States vs. Spanish Speaking countries? • How do I express in Spanish the sports that I enjoy playing? • What do we learn about people and communities through comparing sports? • What do I interpret a graph? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Sports and leisure activities are common amongst cultures and help define who we are • Understanding that learning customs and traditions increases their awareness and perspectives within their culture and those of others. • Using cognates as context clues is a strategy that can be used to communicate • Different graphs can be incorporated to show information gathered 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Posters <ul style="list-style-type: none"> • Sports picture cards • Sports props • Worksheets • Video “Los deportes” • Self assessment form • Graphing paper • Notebook, pencil and pen 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Baloncesto • Golf • Fútbol • Fútbol Americano • Béisbol • Natación • Tenis • Boxeo • Voleibol • Hockey
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <ul style="list-style-type: none"> • Express what sports they like/dislike in Spanish • Use the verb “<i>gustar</i>” to express like/dislike • Identify which sports are cognates • Conjugate the verb “<i>gustar</i>” • Compare and contrast popular sports in the United States vs. Spanish Speaking countries • Collect data: <i>Favorite Sports</i> • Create and analyze bar graph 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NM.C.4 7.1.NM.B.4 4.MD.A.2 7.1.NM.C.4</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Students will collect data and create/analyze a bar graph 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Bar graph • Teacher Observation • Student presentation • Student self assessment 	

Fourth Grade-Spanish
Clothing “La ropa”

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How is the clothing that we wear the same or different than what’s worn by kids from Spanish-Speaking countries? • What types of clothing do I wear in different types of weather? • How can I describe the clothing that I am wearing? • What does a Tree Diagram represent? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Comparing English with other languages is important to understand the nature of language • Cultural comparison help student understand that language is a tool that can be used to communicate with others • Understand that culture and beliefs affect clothing • Understand that a Tree Diagram is a visual aid that can be used to show all possibilities in a systematic way 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Clothing posters • Worksheets • Magazines • Tree Diagram • Clothing • Bingo Card • Construction paper • Clothing Realia 	<p>Vocabulary:</p> <p>blusa, abrigo, guantes, bufanda, pantalones, botas, zapatos, sombreros, camisa, falda, chaqueta, vestido, traje, chaqueta vestido, traje, suéter, corbata, chaleco, calcetines, un, una, el, las, los, unos, unas.</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Identify articles of clothing • Describe classmate based on clothing they are wearing • Cut pictures of clothing from magazine and describe them • Classify clothing (warm weather vs. cold) • Construct a Tree Diagram 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5 4.MD.B.4</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Students will create a collage using pictures of their favorites celebrities and describe what they are wearing. • Construct a Tree Diagram (Show all possible combinations of outfits) 	<p>Authentic Assessment:</p> <p>Celebrity collage, Oral presentation, Bingo game, Listening activities, Worksheets, Teacher observation and Tree Diagram</p>	

Fifth Grade-Spanish
Food “La comida”

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How are eating habits different in the United States than in Spanish-Speaking countries? • How can I express what meals I like and dislike in Spanish? • How does one order food in Spanish? • What role does food play in other cultures? • What does a Tree Diagram represent? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Cultural comparison help student understand that language is a tool that can be used to communicate with others • Understand that food plays an important role in cultural identity • Importance individual festivities play in the development of cultural identity • Understand that a Tree Diagram is a visual aid that can be used to show all possibilities in a systematic way 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Posters • Food picture cards • Worksheets • Menu samples • Video: <i>La Tomatina</i> • PowerPoint of: foods/drinks • Tree Diagram • Food Realia • YouTube video • Food Bingo • Construction paper • Crayons and Markers 	<p>Vocabulary:</p> <p>Desayuno, almuerzo, cena, pan tostado, huevo, jamón, queso, panqueque, cereal, tocino, frijoles, arroz, carne, pollo, pescado, papas fritas, pizza, ensalada, perro caliente, bocadillo, café, agua, jugo, leche, té, refresco, frutas, vegetales, sopa, bistec.</p>
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <ul style="list-style-type: none"> • Identify which foods are eaten for breakfast, lunch and dinner • Create a menu • Express the foods they like and dislike • List all ingredients needed to make their favorite food • Demonstrate an understanding of cultural perspective on meals • Construct a Tree Diagram 		<p>Common Core Standards:</p> <p>7.1NM.A.1 7.1NM.A.2 7.1NM.A.3 7.NM.A.4 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5 4.MD.B.</p>
<p>Performance Task Summary (Project): Students will create a restaurant menu. Construct a Tree Diagram using possible combination of foods</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Menu • Oral presentation • Teacher observation • Tree Diagram • Listening activities 	

Fifth Grade-Spanish
My Favorite Pastimes “Mis pasatiempos favoritos”

Essential Questions: <ul style="list-style-type: none"> • How are personal interests influenced by culture? • How is teen life in the United States different from teen life in a Spanish-Speaking country? • How do I express my favorite pastimes? • What is poetry? 		
Enduring Understanding: <ul style="list-style-type: none"> • Leisure interest and activities may vary by culture • Sports and leisure activities are common among culture and help define who we are • Comparing English with other languages is important to understand the nature of language • Cultural comparison help student understand that language is a tool that can be used to communicate with others 	Materials & Resources: <ul style="list-style-type: none"> • Posters • Venn Diagram • Worksheets • Flash cards • Picture slideshow • Poem: <i>Me gusta</i> • YouTube video • Bingo cards 	Vocabulary: bailar, cantar, dibujar, leer, cocinar, viajar, ir de compras, parque, escribir, escuchar música, ir al cine, ir al parquer, jugar: deportes, videojuegos, jugar con mis amigos, ver la television
Objectives (Students will be able to apply the following skills/strategies: <ul style="list-style-type: none"> • Express which pastimes they enjoy in Spanish • Compare and contrast the activities they enjoy with their classmates • List leisure activities they enjoy • Using photos identify which pastime activity is taking place • Create poem 		Common Core Standards: 7.1NM.C.4 7.1.NM.B.4 7.1.NM.A.1 7.1NM.A.4 7.1.NM A.2 7.1NM.A.4 7.1NM.B.2 7.1NM.C.2 7.1NM.C.3
Performance Task Summary (Project): <ul style="list-style-type: none"> • In pairs students will complete a Venn Diagram in order to compare and contrast their favorite pastimes • Create poem expressing the favorite leisure activity 	Authentic Assessment: <ul style="list-style-type: none"> • Poem • Venn Diagram • Oral Presentation • Worksheets Bingo 	

Fifth Grade-Spanish
The explores “Los conquistadores”

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What motivates people to explore? • How does exploration change the world? • How did the Mayas, Incas & Aztecs express their feelings through art? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Understand that people explore for both individual and national reasons • Exploration exchanges promotes an awareness of cross cultural similarities and differences • Through exploration and colonization Spanish language was influenced by indigenous vocabulary • Students will utilize cognates within context clues as a learning strategy 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Map of the world • PowerPoint (Los conquistadores) • Biographies (Conquistadores) • Timeline • Worksheets • YouTube video • Notebook • Graphic organizer 	<p>Vocabulary:</p> <p>Conquistador, colonia, Hernán Cortés, Francisco Pizarro, Montezumall, Incas, Mayas, Aztecas, Tenochitlan, Quetzacoatl, guacamole, maíz, hamaca, canoa, aguacate, chocolate tiburón, tabaco, papaya y tomate</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Describe conquistadores • Match explorers with accomplishments • Create timeline • List factors that motivate exploration • Map route used by explorers 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Create PowerPoint (Los conquistadores) • Create timeline 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Quiz (Los conquistadores) • PowerPoint/Presentation • Timeline/ worksheets • Student participation. 	

Sixth Grade-Spanish
Folktales “La fábula”

<p>Unit Essential Question:</p> <ul style="list-style-type: none"> • What lessons do we learn from folktales? • How do folktales reflect a culture? • How are folktales more than just stories? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Folktales are passed from generations to generations • Folktales are used to explain a <i>natural phenomenon</i> • Folktales celebrate a heroic person actions or achievement • We can learn moral lesson through folktales 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Slideshow • PowerPoint • YouTube video • Worksheet • Folktale: <i>Popocatéptl y Iztaccihauatl</i> • Graphic organizer • Map of Mexico 	<p>Vocabulary:</p> <p>Popocatépetl, Iztaccihauatl, Fabula, guerrero, volcán, Ciudad de Mexico, aztecas, puebla, enemigo, emperador, guerrero</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Describe and compare characters • Make predictions • Identify facts • Create skit • Identify moral 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5 6.1</p>
<p>Performance Task Summary (Project):</p> <p>Students will create and perform a skit based on folktale.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Quiz/skit presentation • Student participation • Teacher observation 	

Sixth Grade-Spanish
Poetry “Los Poemas”

<p>Unit Essential Question:</p> <ul style="list-style-type: none"> • What makes a piece of writing a poem? • How can I express myself through poetry? • How has immigration shaped our nation? • Why do immigrants leave their homeland? • Who is an immigrant? • How does immigration create and change communities? 		
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • United States is a nation of diversity • Many cultural traditions and heritages have shaped America • Poetry can be used to communicate thoughts, feelings and ideas 	<p>Materials & Resources:</p> <ul style="list-style-type: none"> • Poems: <i>Elena/Inmigrante</i> • Venn Diagram • Song: <i>El Inmigrante</i> • Worksheets • YouTube: <i>Pat Mora</i> • Poster Board • Crayons & Markers • Graphic organizer 	<p>Vocabulary:</p> <p>Poema, Inmigrar, asimilar, viajar, mudarse, frontera, hogar, inmigrante, deportar y refugiado Ciudadanía, patrimonio y asilo</p>
<p>Objectives (Students will be able to apply the following skills/strategies:</p> <ul style="list-style-type: none"> • Compare & contrast poems • Identify and locate states that have the highest Hispanic population • Create population bar graph • Identify emotions in each poem • Design an abstract symbol for liberty 		<p>Common Core Standards:</p> <p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5 6.1.12.B.4.a 6.1.12.B.4.b</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Students will compare and contrast the poems. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Collage/Bar graph 	

<ul style="list-style-type: none"> Design a collage representing the contributions of immigrants 	<ul style="list-style-type: none"> Oral presentation Teacher observation Symbol design 	
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Sixth Grade –Spanish
Mesoamerica “Mesoamérica”

Unit Essential Question: <ul style="list-style-type: none"> What advances in technology and art were evident during the Mesoamerican civilization? Who were the Maya, Incas & Aztecs? What was religion like for the Mesoamerican civilization? Did the civilization of Mesoamerica have written language? 		
Enduring Understanding: <ul style="list-style-type: none"> Cultures are held together by shared beliefs and common practices and values. Religion can influence a society’s beliefs and values Understand how ancient civilizations developed 	Materials & Resources <ul style="list-style-type: none"> Laptops Poster boards Internet YouTube video Poem: <i>Conozco una Ciudad</i> Notebook Graphic organizer Maps Worksheets 	Vocabulary: <ul style="list-style-type: none"> Calendario Emperio Solar/lunar Herbolario Codices Tecnología Símbolo Cultura Calcular Civilización
Objectives (Students will be able to apply the following skills/strategies: <ul style="list-style-type: none"> Identify similarities and differences between Ancient civilization Describe what the written language looked like Create a PowerPoint presentation Design a collage depicting the contribution of Ancient civilization 		Corresponding CCSS/NJCCCS: 7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5
Performance Task Summary (Project):	Authentic Assessment:	

<ul style="list-style-type: none"> • Students will create a collage depicting the contributions of Ancient civilization • Create a Power-Point presentation 	<ul style="list-style-type: none"> • Collage/PowerPoint • Student Presentation/ Teacher observation 	6.2.8.B.4.h
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Description for Spanish A

The 7th grade Spanish course will introduce students to the basics of the language and culture. The learning objectives include familiarizing students with basic vocabulary plus oral and written use of this bank of words. Students will study the culture to better understand the Spanish speaking people and their customs. Students will engage in activities that will assist them in reading, writing, hearing, and speaking the Spanish language. Since learning a language is a continuous process, each chapter will build on the information covered in previous chapter(s). Students start using the language to exchange greetings and introductions. They follow simple classroom directions and spell words in Spanish. They tell time and the date and talk about the weather and seasons. Students interpret simple spoken and written Spanish and use the language to communicate about things they like to do, their own and others' personalities, the school day, basic foods and beverages, they communicate orally and in writing about pastimes, places in the community, as well as activities they engage in to maintain good health.

There are five units in Spanish A:

Unit 1 ¡*Para empezar!* ¡/ Welcome to Spanish class!

Unit 2 *Mis amigos y yo* / Getting acquainted

Unit 3 *La escuela* / School

Unit 4 *Hábitos alimenticios* / Eating Habits

Unit 5 *Los pasatiempos*/ Leisure activities

Seventh Grade “Para Empezar” – Welcome to Spanish Class!

In this unit, students exchange greetings and make introductions in a culturally appropriate manner. They learn numbers for telling time and the date and the Spanish alphabet for spelling. Students follow simple classroom directions and ask and answer simple questions. They communicate orally and in writing about the classroom, basic weather conditions, and the seasons. Throughout the unit, students interpret basic information on these topics when listening, speaking and reading.

Essential Question:

- Why should I study Spanish?
- How are Spanish and English similar or different?
- How is language related to culture?
- What is a cognate and how can it help me speak Spanish?
- How are sounds represented by letters?
- What everyday words/expressions do we need to know in order to communicate with others?
- What words/phrases do we use in order to initiate a conversation with someone we are meeting for the first time?
- How are the letters in the Spanish alphabet pronounced?
- How can I survive and thrive in a world language classroom?
- What are cultural differences?

Enduring Understandings:

- Language proficiency can only be achieved over time. The more we study and use the language in a variety of settings and situations, the more proficient and fluent we become.
- Learning another language and about its associated cultural traditions and values can foster tolerance, reduce prejudice, and minimize stereotyping. It can also contribute to our appreciation of cultural diversity.

Materials & Resources:

- Notebooks,
- pencils,
- Textbook (photocopy), Practice book (photocopy), Computer,

Vocabulary: Saludos

- buenos días
- buenas tardes
- buenas noches.
- hola
- ¿cómo te llamas?

<ul style="list-style-type: none"> • In today's multi-culture society Spanish is a very useful language to communicate in a global society. • Understanding other cultures creates culture sensitivity and acceptance. • Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience. 	<ul style="list-style-type: none"> • Projector • Powerpoint presentation • Oral presentations • TPR Activities • Role-play • Creating charts and maps • Situations/Dialogues • Cooperative pair activities • Student-made flashcards • Drawings • Word games and puzzles 	<ul style="list-style-type: none"> • ¿ cómo está usted? • ¿ cómo estás? • adios • hasta luego • hasta mañana • nos vemos • mucho gusto • igualmente • regular • gracias • muy bien • nada • ¿qué pasa? • Hoy • manana • pupitre • libro • dia • mes • ¿ué día es hoy? • ¿ cómo se dice? • ¿ cómo se escribe? • qué quiere decir? • ¿ Qué tiempo hace? • Hace calor • hace frío • Hace sol • Hace viento
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Objectives (Students will be able to apply the following skills/strategies):		Common Core Standards: 7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5
Students will be able to: <ul style="list-style-type: none"> • Exchange greetings in a culturally appropriate manner • Make introductions • Ask about things in the classroom • Understand classroom commands • Ask how to spell words • Tell time • Tell the date • Describe basic weather conditions • Identify the seasons • Identify use of <i>tú</i> and <i>usted</i> • Identify some Spanish-speaking countries • Identify some famous Spanish speakers • Compare ways of greeting people in Spanish-speaking countries and in the U.S 	Students will learn and apply: <ul style="list-style-type: none"> • The alphabet • Accent marks • Numbers from 1–1000 • <i>Llamarse</i> • <i>Estar</i> with greetings • Present tense of <i>ser</i> with days of the week, dates, and time • Nouns and gender • Date format • Present tense of <i>hacer</i> with weather 	
Performance Task Summary (Project): <ul style="list-style-type: none"> • <i>Pronostico del tiempo:</i> Students write a television script and create maps for weather forecast for four locations in the Western Hemisphere. Perform a short skit that takes place in a classroom. • <i>Las partes del cuerpo:</i> Students will create collages by pasting images of body parts found in magazines on a piece of construction paper. This project can be done over two sessions. Model a finished collage. Point to and say a few of the body parts in Spanish. 	Authentic Assessment: <ul style="list-style-type: none"> ▪ Work in pairs with sentence strips to create sentences using the correct pronouns and greetings. ▪ Write words on whiteboards as teacher dictates them ▪ Answer yes, no questions ▪ Complete fill in the blanks ▪ Students sing the alphabet ▪ Play BINGO (with numbers up to 31 and alphabet / vocabulary) ▪ Conduct a survey of the class asking how everyone is, present the results as a pie chart or bar graph ▪ Work in pairs with sentence strips to create sentences using the correct pronouns and greetings ▪ Play Concentration /Memory, Dice 	

	<ul style="list-style-type: none"> ▪ Daily oral presentation 	
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Seventh Grade *Mis amigos y yo (my friends and I)*

A- ¿Que te gusta hacer?

B- ¿Como eres?

In this unit, students speak and write about things they like to do and ask and answer simple questions about their activities. They compare popular activities in the United States with those in Spanish-speaking countries. Students give simple descriptions about their personalities and ask about those of others. In addition, they identify some attitudes about friendship that are held by people from Spanish-speaking countries. Throughout the unit, students interpret basic information on these topics when listening and reading.

Essential Question:

- How do we communicate what we like and dislike?
- How do we tell which sports and activities we like and or dislike?
- How do I identify and describe myself and others?
- How do I form a question or a negative sentence in Spanish?
- How do we describe/talk about others?
- What is an infinitive?
- What is an adjective, where is it placed in respect to the noun, and how do I make it agree?
- What are definite (4 ways to say “the”) and indefinite (a/an & some) articles and how do I make them agree?

Enduring Understandings:

- Foreign Language learning extends beyond the classroom to real life situations.

Materials & Resources:

- Notebooks,
- pencils,

Vocabulary:

activities verbs:
cantar, bailar, correr, dibujar,

<ul style="list-style-type: none"> • Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives. • Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience. • Nouns, adjectives, and articles in Spanish are gender and number specific. • Identifying cognates using context clues are strategies one can use to communicate effectively. 	<ul style="list-style-type: none"> • (copies of)Textbook, • practice book, • computer, white board, • projector • Powerpoint presentation • Oral presentations • TPR Activities • Role-play • Creating charts and maps • Situations/Dialogues • Cooperative pair activities • Student-made flashcards • Drawings • Word games and puzzles 	<p>etc.</p> <ul style="list-style-type: none"> • (a mí) me gusta... • A mí también • ¿ Qué te gusta hacer? • ¿ Te gusta? • Adjectives and vocabulary to ask about and describe someone's personality. • ¿Cómo eres? • ¿Cómo es? • ¿Cómo se llama? • Impaciente • Deportista • Reservado • Inteligente • Gracioso • Ordenado • Paciente • Serio • Perezoso • Trabajador • Adjectives, masculine and feminine.
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<p>Objectives (Students will be able to apply the following skills/strategies):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Talk about activities that you like and don't like to do • Ask others about their likes / dislikes • Understand cultural perspectives on favorite activities • Ask and tell what other people are like • Talk about your personality • Use adjectives to describe people • Identify cognates • Understand cultural perspectives on friendship <p>Students will learn and apply:</p> <ul style="list-style-type: none"> • Infinitive construction with present tense of <i>gustar</i> (only <i>Me gusta ...</i>, <i>te gusta ...</i>) • Negatives (<i>no</i>, <i>no...nada</i>, <i>ni...ni</i>) • Adjective agreement • Placement of adjectives • Definite and indefinite articles 	<p>Common Core Standards:</p> <p>7.1 NM.B.1 7.1.NM.B.4 7.1.NM.B.3</p>
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<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Students will make a 6-8 page scrapbook featuring photos of friends and family with captions written underneath describing the people in the photos and the activities they like to do. Students need to write a 7 sentences paragraph. • Create a bio poem. • Students develop dialogues in which they identify and describe themselves and others. • -Create a song with the “ar” verbs. Make sure to include: “ar” verbs endings (o, as a, amos an), a conjugation of a “ar” verb, sentences using “ar” verbs. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Vocabulary and Structure Quizzes • Chapter Tests • Situation Cards • Chapter Role Play • Audio Activities • Writing Activities • Learn “ar” verb rap. • Ask and Answer questions in the target language 	
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Seventh Grade *La escuela (School)*

A- Un día de clases!

B- Un horario difícil!

In this unit, students exchange information, orally and in writing, about their school schedules and their classes. They describe classrooms including the location of objects. Students also describe the school day in Spanish-speaking countries and make comparisons with their own.

Throughout the unit, students interpret basic information on school when listening and reading.

Essential Question:

- How might going to school in another country be different from going to school in the United States
- What are differences between a typical school day in a Hispanic country and in the United States?
- What are the objects in the classroom and how many objects are there?
- What are the Spanish vocabulary words I need to talk about school (classes, schedule, teachers, etc.)?
- How do I talk about who is doing an action? How do I conjugate –ar verbs?
- What are the vocabulary words in Spanish that I need to describe a classroom?
- How do I conjugate and use the verb estar?
- How and when do I make nouns and articles plural?

Enduring Understandings:

- Classrooms and school life vary from place to place.
- Language aside, students from other cultures often have similar interests and common school experiences, though differences exist due to culture.
- In today's multi-culture society Spanish is a very useful language to communicate in a global society.
- In today's multi-culture society Spanish is a very useful language to communicate in a global society.
- Students across the world share common school experiences, though differences exist due to culture.

Materials & Resources:

- Notebooks
- Pencils
- Practice handouts
- Computer
- Projector
- Powerpoint presentation
- Oral presentations
- TPR Activities
- Role-play
- Situations/Dialogues
- Cooperative pair activities
- Student-made flashcards
- Drawings
- Word games and puzzles

Vocabulary:

- Classroom items and furniture,
- parts of the classroom, prepositions of location.
- la clase.
- Arte
- Español
- Ingles
- Matemáticas
- El horario
- Ciencias naturales.
- Enseñar
- Estudiar
- Primero
- Segundo

<ul style="list-style-type: none"> • Understanding other cultures creates culture sensitivity and acceptance. • Interpreting spoken language is essential to good communication and building rapport. • Structures and writing systems of the target language and English have similarities and differences. • Most Spanish verbs follow patterns. Some Spanish verbs do not follow a pattern. • Language acquisition requires much more than word-for-word translation. 		<ul style="list-style-type: none"> • Tercero... • Calculadora • Diccionario • la bandera, computadora, disquete, • mochila, • pantalla, • papeleria, • ratón • Escritorio, • mesa • silla, • ventana, • puerta 		
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <table border="0"> <tr> <td data-bbox="199 906 856 1414"> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Communicate about school schedules and course preferences • Describe their school day • Communicate about their classroom and the location of items • Identify some Spanish-speaking countries • Identify courses students take in Spanish-speaking countries and compare them to courses taken in the U.S. • Identify attitudes about school in Spanish-speaking countries and compare them to those in the U.S. • Compare United States' school system with that of a student in a Spanish-speaking country </td> <td data-bbox="877 906 1415 1414"> <p>Students will learn and apply:</p> <ul style="list-style-type: none"> • Subject pronouns • Present tense of <i>-ar</i> verbs • Present tense of <i>estar</i> • Prepositions of location • Plurals of nouns and articles • <i>De</i> to indicate possession </td> </tr> </table>		<p>Students will be able to:</p> <ul style="list-style-type: none"> • Communicate about school schedules and course preferences • Describe their school day • Communicate about their classroom and the location of items • Identify some Spanish-speaking countries • Identify courses students take in Spanish-speaking countries and compare them to courses taken in the U.S. • Identify attitudes about school in Spanish-speaking countries and compare them to those in the U.S. • Compare United States' school system with that of a student in a Spanish-speaking country 	<p>Students will learn and apply:</p> <ul style="list-style-type: none"> • Subject pronouns • Present tense of <i>-ar</i> verbs • Present tense of <i>estar</i> • Prepositions of location • Plurals of nouns and articles • <i>De</i> to indicate possession 	<p>Common Core Standards:</p> <p>7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NH.C.1-5</p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Communicate about school schedules and course preferences • Describe their school day • Communicate about their classroom and the location of items • Identify some Spanish-speaking countries • Identify courses students take in Spanish-speaking countries and compare them to courses taken in the U.S. • Identify attitudes about school in Spanish-speaking countries and compare them to those in the U.S. • Compare United States' school system with that of a student in a Spanish-speaking country 	<p>Students will learn and apply:</p> <ul style="list-style-type: none"> • Subject pronouns • Present tense of <i>-ar</i> verbs • Present tense of <i>estar</i> • Prepositions of location • Plurals of nouns and articles • <i>De</i> to indicate possession 			

<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • Create school schedule using time and subjects • Create a survey about favorite/least favorite class, teacher, etc. • Create skits relating time, school, and teachers • Create a picture of a classroom and label items. Write a paragraph describing the class and where are the classroom objects located. <p>School brochure- Students illustrate their school schedule, stating which classes, principal, teachers, descriptions of teachers and classes.</p> <p>Video project- in groups of 3-4 students will act out the prepositions of location while video recording. Groups will create a video demonstrating their understanding of prepositions.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Describe your school day orally. Tell what classes you have, the times of the classes, describe your teachers, which classes do you like and dislike, which classes are difficult and which ones are easy. • Quizzes, • Oral presentations, • Games (concentration game using school supplies, classes, and time expression), Listening activities • Create a glogster poster about favorite classes/family members, etc. • Concentration game using school supplies, classes, and time expressions • Compare and contrast independence Day celebration in Mexico and the US • Map completion to identify Spanish speaking countries States. • Learn Spanish countries and capitals. Label maps using countries, ocean, capitals, etc. • Create a Spanish countries and capitals song. • Learn the country song and present it to class • Venn diagram to compare and contrast Heritage Day celebration in Spanish countries and in the United States 	
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Seventh Grade **Hábitos alimenticios**

A ¿Comes el desayuno o almuerzo?

B Mantener la salud

In this unit, students exchange information, orally and in writing, about basic foods for breakfast, lunch, and dinner. They exchange preferences regarding food choices and communicate about ways to maintain their health. In addition, students identify common foods as well as eating habits in Spanish-speaking countries and compare them with their own. Throughout the unit, students interpret basic information on these topics when listening and reading.

Essential Question:

- How are eating habits different in the United States and in Spanish speaking countries?
- How do traditions concerning food, meals, and dining in the United States differ from those in another country?
- What is like to go to other countries and order food in Spanish?
- What would I need to know to feel confident when I talk to the waiter in Spanish?
- How do I conjugate and use –er and –ir verbs?
- What are the vocabulary words in Spanish that I need to discuss food, health and exercise?
- How do I make adjectives agree?
- How do I use and conjugate the verb ser?

Enduring Understandings:

- Comparing English with other languages is important to understanding the nature of language.
- Written language is essential to good communication.
- Structures and writing systems of the target language and English have similarities and differences.
- Language is a code that transmits a message so both form/structure/grammar/vocabulary and content/vocabulary/context are important to understand and use.
- The learner will understand the different eating habits and

Materials & Resources:

- Notebooks,
- pencils,
- photocopies of: Textbook,
- practice book,
- computer,
- Projector
- PowerPoint presentation
- Oral presentations
- TPR Activities
- Situations/Dialogues
- Cooperative pair activities
- Student-made flashcards
- Drawings
- Word games and puzzles

Vocabulary:

- en el desayuno,
- cereal,
- desayuno,
- huevos,
- pan,
- salchicha,
- tocino.
- agua,
- café,
- leche,
- limonada,
- refresco,
- té,
- helado.
- El yogur

<p>learn about siesta time and the most important meal of the day in Spanish speaking countries.</p> <ul style="list-style-type: none"> • The learner will have an understanding of comparing/contrasting eating habits/traditions in the United States vs. Spanish speaking countries. • Students will be able to describe popular Spanish foods and traditional meals in Spanish. • Compare/contrast cultural views regarding time and meals with those in the United States. 		<ul style="list-style-type: none"> • La ensalada • Ensalada de frutas • Las papas fritas - cena, • bistec , • carne, • pescado, • pollo, • cebolla, • guisantes, • uvas, zanahorias,. • Tengo hambre • Tengo sed • caminar • hacer ejercicio • levantar pesas.
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Talk about foods and beverages for breakfast and lunch. • Talk about likes and dislikes. • Express how often something is done. • Typical breakfast in Spanish-speaking countries. • Understand cultural perspectives on meals. • Demonstrate an understanding of cultural differences regarding snacks. • Talk about food and beverages for dinner. • Describe what people or things are like. • Discuss food, health, and exercise choices. • Understand cultural perspectives on diet and health. <p>Students will learn and apply:</p> <ul style="list-style-type: none"> • Present tense of <i>-er</i> and <i>-ir</i> verbs • Adverbs and expressions of frequency 		<p>Common Core Standards:</p> <p>7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5</p>

<ul style="list-style-type: none"> • Use of present tense of <i>gustar</i> and <i>encantar</i> with plural nouns • Plural of adjectives • Present tense of <i>ser</i> • <i>Using a noun to modify another noun</i> 	
<p>Performance Task Summary (Project):</p> <p>Student will:</p> <ul style="list-style-type: none"> • . Research an authentic recipe from an assigned country and/or describe a typical meal in the country. Make the meal for the class and bring in to share during our “Dia de fiesta de comidas hispanas”. • Locate and research a restaurant in the target country and describe what you would order. • <input type="checkbox"/> Create a food menu in Spanish: breakfast, lunch and dinner. Student must include beverages. • “Vacaciones para la salud” <p>Create a brochure describing a typical day at a health resort. The brochure will include a schedule of the days’ activities and descriptions of breakfast, lunch and dinner. Photos or drawing will accompany each mean and one of the activities listed. Then present the brochures to class as if the student were a sales representative from the resort.</p>	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Compare/ contrast Spanish meals and meals in the United States. • <input type="checkbox"/> Create a food brochure. • <input type="checkbox"/> Create a power point of favorite meals and restaurant. • <input type="checkbox"/> Create a survey about favorite/least favorite food, meals, restaurant, etc. • Create a chart to pie chart and/or bar graph to illustrate survey findings, etc • Create skits related to going to a restaurant. • <input type="checkbox"/> Skits oral presentations - Indicate satisfaction/dissatisfaction with meal • <input type="checkbox"/> Concentration game using meals and names of food. • Play bingo games to review foods, etc • <input type="checkbox"/> Make a Venn diagram to compare and contrast food for breakfast, lunch and dinner. • <input type="checkbox"/> Quizzes, oral presentations, games, projects, listening activities, etc.

Seventh Grade **Los pasatiempos**

A ¿Adonde vamos?

B ¿Quieres ir?

In this unit, students exchange basic information, orally and in writing, about their pastimes and places in the community. They ask and answer simple questions and talk about after-school activities both in the United States and in Spanish-speaking countries. In addition, they learn how to extend and respond to invitations. Throughout the unit, students interpret basic information on pastimes when listening and reading.

Essential Questions:

- How is teen life in the United States different from teen life in another country?
- What do teens in America and teens in other countries like to do in their spare time and why?
- How do school sports and spare time activities differ in the United States vs. Spanish-speaking countries?
- What are the most popular sports in the United States vs. Spanish speaking countries?
- What are the interrogative words in Spanish?
- What are the vocabulary words that I need to discuss locations and going places?
- What are the interrogative words in Spanish?
- How do I conjugate the verb ir?
- What are the vocabulary words that I need to discuss locations and going places?
- How do I conjugate the verb ir?

Enduring Understandings:

- Sport and leisure activities are common among culture and help define who we are.
- Leisure activities give us time to enjoy the vastness and diversity of the world around us.
- Gaining knowledge about and empathizing with other

Materials & Resources:

- Notebooks,
- Pencils,
- photocopies of: Textbook, practice book, Computer,
- Projector
- Powerpoint presentation
- TPR Activities
- Role-play
- Situations/Dialogues

Vocabulary:

- Leisure activities, places, expressions to tell where and with whom you go, expressions to talk about when things are done.
- Ir de compras.
- Ver una película.

<p>peoples and cultures leads to a more tolerant society.</p> <ul style="list-style-type: none"> • Learning another language encourages further participation in multilingual communities both within and beyond the school setting. • Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience. • Language is a code that transmits a message so both form/structure/grammar/vocabulary and content/vocabulary/context are important to understand and use. • The learner will understand that teenagers in different cultures follow different daily routines. • The learner will have an understanding of comparing/contrasting school routine/teenage routines in the United States and in Spanish countries. • <input type="checkbox"/> Students will be able to describe popular sports in Spanish speaking countries and the most popular sports. 	<ul style="list-style-type: none"> • Cooperative pair activities • Student-made flashcards • Drawings • Word games and puzzles • Writing activity. • Communicative activity with the verb jugar. 	<ul style="list-style-type: none"> • La lección de piano. • La biblioteca • El café • La casa • El cine • El centro comercial • El gimnasio • el baile • el concierto • la fiesta • el partido • ir de camping • conmigo • contigo • lo siento • parque • la playa • el restaurant • el templo • tiempo libre • despues de • los fines de semana • el baile • yo se • tu sabes • cansada • ocupada • enferma • triste
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <p>Student will be able to:</p> <ul style="list-style-type: none"> • Talk about locations in your community. • Talk about where you go and with whom. 		<p>Common Core Standards:</p> <p><input type="checkbox"/> 7.1.NM.A.1-5; 7.1.NM.B.1-5;</p>

<ul style="list-style-type: none"> • Learn how to ask questions. • Understand cultural perspectives on leisure activities. • Extend, accept and decline invitations, talk on the phone, express feelings, say where you are coming from. • Discuss favorite leisure time activities, sports, hobbies, school sports, and extra curricular activities, etc. • Describe your daily schedule related to school, sports, and extra curricular activities in general. • Talk about activities outside the school. • Tell when an event happens. • Understand cultural perspectives on after-school activities. • <p>Students will learn and apply:</p> <ul style="list-style-type: none"> • Present tense of <i>ir</i> • Question words (what, how, who, where, how many, where, which, why, when) • Near future (<i>ir a + infinitive</i>) • Present tense of <i>jugar</i> 		<p>7.1.NM.C.1-5</p>
<p>Performance Task Summary (Project):</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Students create a weekend entertainment guide, featuring the times and locations of six different events and an illustration of each event. • Video/Audio journal about self: Describe to a friend how you would like to spend your free time. • <input type="checkbox"/> Oral presentations: Describe your favorite sport/athlete using pictures and props. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Create a survey about favorite/least favorite sports, athlete, etc. • Vocabulary and Structure Quizzes • Chapter Tests • Writing summaries • Situation Cards • Audio Activities • Writing Activities • Ask and Answer questions in the target language • Game: Preguntame • Students dramatize going to a sport event. • Cause and effects: bad eating habits 	

Eighth Grade B: **Family Relationship and Celebrations**

<p>Essential Question: -Why are family traditions so important in Latino culture?</p> <ul style="list-style-type: none"> - How does family life in Latino countries differ from a family life in United States? - How you describe your favorite relatives? - What are the differences between “quinceañera” and Sweet sixteen celebration” 		
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The learners understand that teenagers in different cultures follow different family traditions. • The learner compare/contrast “Quinceañera” celebration and sweet sixteen celebrations • The learners understand the diversity in today’s family and their traditions and values • Identify common cultural practice of the specific target culture. 	<p>Materials & Resources:</p> <p>Spanish notebook, pencils, colored pencils, chart paper, publishing paper, authentic material (Spanish newspaper). Cornell note binder</p> <p>Texts: Realidades B, Unit 5A-5B Pretence Hall, Spanish dictionary.</p> <p>Technology: StudySpanish.com- Guia and Realidades b technology resources.</p>	<p>Unit Vocabulary and Grammar</p> <ul style="list-style-type: none"> • Vocabulary: relate to family celebration and traditional celebrations • Grammar: <ul style="list-style-type: none"> ➤ Personal pronoun ➤ Verb tener ➤ possessive adjectives
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <ul style="list-style-type: none"> • Describe Family • Talk about celebration • Ask and tell ages • Express possession • Understand cultural perspectives on family and celebration <p>Learning Activities (S.W.B.A.T)</p> <ul style="list-style-type: none"> • learn how conjugate verb tener (Cornell Notes verb diagram –present –past –future) 		<p>Common Core Standards:</p> <p>□ 7.1.NM.A.1-5; 7.1.NM.B.1-5; 7.1.NM.C.1-5</p> <p>Culture</p> <ul style="list-style-type: none"> • Discuss Salvador Dali and his painting.

<ul style="list-style-type: none"> • Compare/ contrast Quinceañera vs sweet sixteen celebration (Venn diagram , Cornell Notes, Notebook, video) • Create a family tree. • Provide oral presentation (My familia) • Read authentic material (Spanish newspaper- Social section) about quinceañera. • Class mini- dialogues (Target language speaking activity) • Interview family members (Students will interview a family member about different cultural aspects) 	<ul style="list-style-type: none"> • Identify Spanish Speaking countries and their flags • Spanish and Social Studies curriculum connection
<p>Student Learning Outcome:</p> <ul style="list-style-type: none"> • Students will talk and write in Spanish about families and celebrations in Spanish • Students will talk and write Spanish about favorite’s activities and performance. • Students will Know and understand the geography, custom and cultural history of Spanish speaking people that living in Unite States. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Observation-Conferring Notes • Independent Cornell Notes take (AVID) • Writing Portfolio • Planning a birthday party • District quizzes, oral presentation and unit test. • Online assessment activities.

Grade 8: Spanish B – El hogar donde vivimos

<p>Essential Question: * Why is your bedroom so important to you?</p>		
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The learner will describe the different parts of the house • The learners listen and discuss description of rooms and furnishing. • Students compare and contrast living in an apartment vs. living in a house • Students will compare/contrast housing in the United States vs. housing in speaking-countries 	<p>Materials & Resources: Notebooks, pencils, colored pencils, chart paper, publishing paper, authentic material (Spanish newspaper) Texts: Realidades B, Unit 6A- 6B Pretence Hall, Spanish dictionary. Technology: StudySpanish.com- Guia and Realidades B technology resources..</p>	<p><i>Unit Vocabulary and Grammar</i> Vocabulary: *Bedroom items, electronic equipment, colors. Grammar: *Descriptive adjectives, the superlative, Stem-changing verbs; poder, dormir.</p>
		<p><i>Common Core</i></p>

<p>Objectives (Students will be able to apply the following skills/strategies):</p> <ul style="list-style-type: none"> ● Talking about your bedroom (interpretation, personal response and critical stance) ● Describe bedroom items and electronic equipment ● Make comparison ● Understand cultural perspective on homes. <p>Learning Activities (S.W.B.A.T)</p> <ul style="list-style-type: none"> ● Describe orally and written the home bedroom. ● Students will make Spanish signs for their bedrooms. ○ Read activity about (La casa de mis sueños)My dream house ● Create a plan for their dream house on a poster board. ● Write / crate a flayer to promote the sales of your family house. ● Language exploration (Unit Vocabulary Review) ● Edit for subject-verb agreement,(poder, dormir)(add to class chart and checklist) ● Learn the progressive tense. ● Understand the use of “tu” vs “usted” 	<p>Standards:</p> <p>□ 7.1.NM.A.1-5; 7.1.NM.B.1-5; 7.1.NM.C.1-5</p> <p>Culture:</p> <ul style="list-style-type: none"> ● <i>Explain and describe patios in Latino America and Spain</i> 	
<p>Student Learning Outcome:</p> <ul style="list-style-type: none"> ○ Students will talk and write about home furnishing ○ Students will locate a room of their house. ○ Students will give command in Spanish to other persons. ○ Students will know and understand the symbolism of Spanish speaking countries. ○ Students will use Spanish verbs (poder, dormir) correctly. 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> ● Spanish newspaper activity (Classified section) ● Online assessment activities. ● Independent Cornell Notes take(AVID) ● Spanish unit portfolio ● District quizzes, and unit test. ● Spanish posters. ● Oral evaluations 	

Eighth Grade B:

Me gusta el tiempo libre

Essential Question:

- * **What are the most popular sports in Spanish speaking countries?**
- * **How are the teens in other countries?**
- * **What are the names and national symbols of Spanish speaking countries?**
- * **In what ways are the other subject's areas in the curriculum affected by the study of W.L?**

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The learner understands that teenagers in different cultures follow different daily routines. • The learner compare/contrast school routine/teenage routines in the United States and in Spanish countries. • Students will describe popular sports in Spanish speaking countries and the most popular sports. • Students will learn why double last names are used by Spanish-speaking countries. • The learner will be able to compare/contras Spanish verb <u>ser/estar</u>. 	<p>Materials & Resources: Spanish Notebooks, pencils, colored pencils, chart paper, publishing paper, authentic material (Spanish newspaper)Cornell notes binder Charts:, writing process (Cornell), checklist Texts: Realidades B, Unit 6B Pretence Hall, Spanish dictionary. Technology: StudySpanish.com- Guia and Realidades B technology resources..</p>	<p>Vocabulary: Vocabulary: * <i>Places, activities.</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> • <i>Verb gustar with nouns and verbs in infinitive form.</i> • <i>Verb ir + and infinitive form</i> • <i>Irregular verb to do.</i>
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <ul style="list-style-type: none"> • Verb gustar in the appropriate verbal tense. • Talk about things to do in vacations • Describe places and recreational activities. <p>Learning Activities (S.W.B.A.T)</p> <ul style="list-style-type: none"> • Read activity about soccer games in Spain • Describe a famous player using a power point presentation • Interview describe one of the school athletes • Interview describe one of the school athletes • Listen activities to reinforce pronunciation and diction • Discuss prewriting strategies for your writings projects. • Edit for subject-verb agreement,(add to class chart and checklist) 		<p>Common Core Standards:</p> <p>□ 7.1.NM.A.1-5; 7.1.NM.B.1-5; 7.1.NM.C.1-5</p> <p>Cultural; <i>Discuss environmental and community activities</i></p>
<p>Student Learning Outcome:</p> <ul style="list-style-type: none"> • Students will talk about lifestyle and entertainment preferences • Students will appreciate the cultural diversity • Students will know and understand the popular sport and other important recreational activities in Spanish speaking countries 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Spanish newspaper activity (Classified section) • Online assessment activities. • Independent Cornell Notes take(AVID) • Spanish unit portfolio • District quizzes, oral presentation and unit test. 	

Eighth Grade B:
Vamos de comparas

Essential Question: * How does fashion differ from culture to culture?
* How I describe the clothes I want to buy?
* How I use the verb querer, pensar and preferir?

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Learners will understand how to talk about, clothing, shopping and price. • Students will participate in a basic conversation about, clothing, shopping and price. • Learners will compare/contras how teenagers dressing for party in Spanish speaking countries and in Unite States. • Writers use descriptive shopping experience in a target language • Learners will to learn the appropriate use o e---- ei stem changing verbs and demonstrative adjectives, 	<p>Materials & Resources: Notebooks, pencils, , chart paper, publishing paper, authentic material (Spanish newspaper) Charts:, writing process (Cornell Notes, Spanish students notebook), checklist Texts: Realidades B, Unit 6B Pretence Hall, Spanish dictionary. Technology: StudySpanish.com- Guia and Realidades B technology resources.</p>	<p>Vocabulary: Clothing, shopping, Numbers in Spanish, currency names.</p> <p>Grammar: Verbs querer.</p>
<p>Objectives (Students will be able to apply the following skills/strategies):</p> <ul style="list-style-type: none"> • Talk about clothing, shopping, and price. • Write daily for a sustained period of time in a Spanish language about lesson topic • Talk in Spanish about what you want and what you prefer. • Use the Spanish verb <u>pagar, vender</u> • Publish and present orally 		<p>Common Core Standards:</p> <ul style="list-style-type: none"> • 7.1.NM.A.1-5; 7.1.NM.B.1-5; 7.1.NM.C.1-5 <p>Cultural:</p>
<p>Student Learning Outcome: (Students will know and understand)</p> <ul style="list-style-type: none"> ➤ About money system is Some Spanish speaking countries ➤ About metric to English conversion system skill ➤ About currency in Latin countries. ➤ About currency conversion system. ➤ About the influence of Spain in its American colonies. ➤ 	<p>Authentic Assessment:</p> <ul style="list-style-type: none"> • Project: Email order catalog in Spanish. • Oral project • Game: Que vas a comprar. • Independent Writing Rubric • District Writing Assessment • Writing Portfolio (Cornell Notes) AVID • Spanish Bulletin Board 	<p>Discuss of currency in Spanish country. Shopping.</p>

