

**Board Approval Date:**

**Course Title: Spanish A**

**Course Description: A comprehensive introduction to the practical use of the target language of Spanish, which explores both the self and the world around students through the lens of the culture of Spanish speaking countries.**

### Course Sequence & Pacing

<b>Week</b>	<b>Marking Period 1</b>	<b>Week</b>	<b>Marking Period 3</b>
1	<b>Unit 1: Yo Soy Yo</b> <b>Getting Acquainted/Pre Assessment</b> <b>Greetings/Salutations/Leave Takings/Gestures</b> <b>Expressions of Courtesy/Alphabet/Validate the Study of Spanish/Course Expectations/Classroom Commands</b>	21	<b>Unit 3: Mi Hogar: Familia y Casa</b> <b>Review Telling Time/Explaining When Events Take Place</b>
2	<b>Unit 1: Yo Soy Yo</b> <b>Review Casual Questions &amp; Spanish Daily Expressions</b> <b>Discuss Date, Weather and Seasons</b> <b>Numbers 0-100/Preposition: de/Emotions</b>	22	<b>Unit 3: Mi Hogar: Familia y Casa</b> <b>Acquiring Target Language Vocabulary and Verbs</b> <b>Familia: Modern Family</b> <b>Review Hay</b> <b>Identifying and Describing Family</b> <b>Review Ser and Estar</b> <b>Review Physical Adjectives/Personality Characteristics and Emotions</b> <b>Possessive Adjectives</b> <b>Review Noun/Adjective Agreement</b>

3	<p align="center"><b>Unit 1: Yo Soy Yo</b>  <b>Comic Strip Project: Skit/Role Play</b></p>	23	<p align="center"><b>Unit 3: Mi Hogar: Familia y Casa</b>  <b>Acquiring Target Language Vocabulary and Verbs</b>  <b>The Verb Tener</b>  <b>Review Family</b></p>
4	<p align="center"><b>Unit 1: Yo Soy Yo</b>  <b>Acquire Target Language and Verbs</b>  <b>(Ser and Physical Adjectives)</b>  <b>Noun/Adjective Agreement/Subject Pronouns</b></p>	24	<p align="center"><b>Unit 3: Mi Hogar: Familia y Casa</b>  <b>Review Familia, Descriptions, Hay, and Tener</b>  <b>Exploring the Spanish Royal Family</b>  <b>Read and Draw La Familia</b>  <b>Compare and Contrast your family with a family in the target language</b></p>
5	<p align="center"><b>Unit 1: Yo Soy Yo</b>  <b>Acquire Target Language and Verbs</b>  <b>(Ser and Personality Qualities)</b>  <b>Noun/Adjective Agreement/Subject Pronouns</b>  <b>Describing and Identifying People</b></p>	25	<p align="center"><b>Unit 3: Mi Hogar: Familia y Casa</b>  <b>Movie: Encanto</b>  <b>and</b>  <b>Oral Interview - Family</b>  <b>Students are given a new identity and complete an interview with the teacher.</b></p>
6	<p align="center"><b>Unit 1: Yo Soy Yo</b>  <b>Acquire Target Language Verbs (Gustar + Nouns</b>  <b>(Singular and Plural))</b>  <b>Definite and Indefinite Pronouns</b>  <b>Interrogatives</b></p>	26	<p align="center"><b>Unit 3: Mi Hogar: Familia y Casa</b>  <b>Acquiring Target Language Vocabulary: Casa</b>  <b>Labeling La Casa</b>  <b>Review Tener, Estar, and Prepositions</b></p>
7	<p align="center"><b>Unit 1: Yo Soy Yo</b>  <b>Acquire Target Language Vocabulary and Verbs</b>  <b>(Gustar + Infinitive and Pastimes)</b></p>	27	<p align="center"><b>Unit 3: Mi Hogar: Familia y Casa</b>  <b>Acquiring Target Language Vocabulary and Verbs: Muebles and IR Verbs</b>  <b>Review Estar and Prepositions</b></p>

8	<p align="center"><b>Unit 1: Yo Soy Yo</b>  <b>Compare and Contrast Pastimes/Review</b>  <b>Exploring Mexico:Celebrating El Día de los Muertos</b></p>	28	<p align="center"><b>Unit 3: Mi Hogar: Familia y Casa</b>  <b>Video: House Hunters International</b>  <b>House Hunting WebQuest</b>  <b>Understanding Currency from Spanish speaking countries</b>  <b>Compare and Contrast Homes in the United States with Homes in Spanish speaking countries</b></p>
9	<p align="center"><b>Unit 1: Yo Soy Yo</b>  <b>Spelfies:(Multimedia Project and Presentation )</b></p>	29	<p align="center"><b>Unit 3: Mi Hogar: Familia y Casa</b>  <b>Project: La Casa de Mis Sueños</b>  <b>(Multimedia Project and Presentation )</b></p>
10	<p align="center"><b>Unit 1: Yo Soy Yo</b>  <b>Spelfies:(Multimedia Project and Presentation )</b></p>	30	<p align="center"><b>Unit 3: Mi Hogar: Familia y Casa</b>  <b>Project: La Casa de Mis Sueños</b>  <b>(Multimedia Project and Presentation )</b></p>
<b>Week</b>	<b>Marking Period 2</b>	<b>Week</b>	<b>Marking Period 4</b>
11	<p align="center"><b>Unit 2: Mi Nueva Escuela</b>  <b>Describing Myself and Others</b>  <b>Review ser, gustar, and adjectives</b>  <b>Review noun adjective agreement</b>  <b>Expressing Emotions (Estar)</b>  <b>The Verb Estar</b>  <b>Ser and Estar: Read and Draw</b></p>	31	<p align="center"><b>Unit 4: La Comida y Las Celebraciones:</b>  <b>Acquire Target Language Vocabulary (Comida y Bebidas)</b>  <b>(Comida Jigsaw/Gimkit/2 interviews/Cootie catchers)</b></p>
12	<p align="center"><b>Unit 2: Mi Nueva Escuela</b>  <b>Describing my New School</b>  <b>Acquire Target Language Vocabulary and Verbs</b></p>	32	<p align="center"><b>Unit 4: La Comida y Las Celebraciones:</b>  <b>Acquire Target Language Vocabulary</b>  <b>Food Description Adjectives</b>  <b>Review ser and noun adjective agreement</b></p>

	<b>(School Materials, Courses, School Personnel, Prepositions, Numbers to 400, Ordinal Numbers, The Verb IR + A and hay)</b>		<b>Info Gap/Edpuzzles/Discovery/Gimkit</b>
13	<b>Unit 2: Mi Nueva Escuela Describing my New School Acquire Target Language Vocabulary and Verbs (School Materials, Courses, School Personnel, Prepositions, Numbers to 400, Ordinal Numbers, The Verb IR + A and hay)</b>	33	<b>Unit 4: La Comida y Las Celebraciones: Acquire Target Language Verbs: ER Verbs Review IR Verbs</b>
14	<b>Unit 2: Mi Nueva Escuela Describing my New School Acquire Target Language Vocabulary and Verbs (School Materials, Courses, School Personnel, Prepositions, Numbers to 400, Ordinal Numbers, The Verb IR + A and hay) Compare and Contrast school in the United States with school in a Spanish speaking country</b>	34	<b>Unit 4: La Comida y Las Celebraciones: Acquire Target Language Verbs: ER Verbs Review IR Verbs</b>
15	<b>Unit 2: Mi Nueva Escuela Speaking Performance Assessment</b>	35	<b>Unit 4: La Comida y Las Celebraciones: Comparing Spanish and American Mealtimes and Food Trends  Review Currency from Spanish speaking countries</b>
16	<b>Unit 2: Mi Nueva Escuela</b>	36	<b>Unit 4: La Comida y Las Celebraciones:</b>

	<p align="center"><b>Develop an Appreciation for Hispanic Holidays: La Navidad Choice Board</b></p>		<p align="center"><b>Acquire Target Language Vocabulary: Restaurant Vocabulary Ordering Foods and Drinks En el café -Comprehensive role-play/skit</b></p>
17	<p align="center"><b>Unit 2: Mi Nueva Escuela Acquire Target Language Verbs: AR Verbs</b></p> <p>Compare and contrast common leisure activities of Spanish students to their American counterparts.</p>	37	<p align="center"><b>Unit 4: Food and Celebrations: Acquire Target Language Vocabulary and Verbs: Review familia, casa, and tener Vocabulario de Quehaceres Review Tener Tener que Infinitive Read and Draw Which Room</b></p>
18	<p align="center"><b>Unit 2: Mi Nueva Escuela Acquire Target Language Verbs: AR Verbs Disabilities in School</b></p>	38	<p align="center"><b>Unit 4: Food and Celebrations: Acquire Target Language Vocabulary and Verbs: Review Tener Vocabulario de Fiesta Tener que Infinitive  Quinceanera</b></p>
19	<p align="center"><b>Unit 2: Mi Nueva Escuela Una Semana en mi Vida (Major)</b></p>	39	<p align="center"><b>Unit 4: Food and Celebrations: Project: La Fiesta Sorpresa de Cumpleaños</b></p> <p>Review familia, casa, comida, tener, tener que, er/ir verbs y quehaceres</p>
20	<p align="center"><b>Unit 2: Mi Nueva Escuela</b></p>	40	<p align="center"><b>Unit 4: Food and Celebrations:</b></p>

	<b>Telling Time/Horario</b> <b>Explaining When Events Take Place</b>	<b>Project:La Fiesta Sorpresa de Cumpleaños</b> <b>Review Familia, fiesta, casa, comida, tener que, er/ir verbs y quehaceres</b>
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### Stage 1 Desired Results

**Unit Title #1 : All About Me:**

**Unit Summary: Through an exploration of physical characteristics, personality descriptions, likes and dislikes, and pastime activities, students will get to know themselves. They will also gain insight into the Spanish speaking world by comparing and contrasting pastime activities in the United States with those in Spanish speaking countries. They will make presentations in front of an audience of their peers about themselves. In addition, they will greet and introduce themselves and have a basic “get to know you conversation” at the novice-mid level. As students progress through their studies, they will strive to continue to communicate at the novice-mid level.**

### Unit Learning Targets

**NJSLS Standards:**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
  
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

### **World Language Practices:**

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Pastimes and Traditions - Pastimes and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the pastimes and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these pastimes and customs as fulcra for target language acquisition that enables comprehension in the target language.

Describing Yourself - The means of describing yourself rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of *gustar and ser* in language use. Integral to language study is the adaptation of a target language identity that incorporates a cultural lens on the student's perspective. This lens is key to second language acquisition through its development of an

identity that is second language centered. Fostering the development of this identity will occur through student manipulation of the target language regarding this topic.

### Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills (CLKS):**

**9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect**

**9.4.8.TL.3: Select appropriate tools to organize and present information digitally.**

**Computer Science & Design Thinking (CS & DT):**

**8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.**

**Writing:**

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Reading:**

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**Climate Change:** 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

**Unit Essential Questions:**

**Who am I?**

**How can I get to know others?**

**How are my pastime activities similar yet different from a student in a Spanish speaking country?**

**Unit Enduring Understandings:**

**Language connects people.**

**The ability to describe oneself helps form connections with others.**

**Students will understand that asking and answering questions is essential when meeting and getting to know new people.**



	<p><b>Students will understand that pastime activities vary between cultures and reflect cultural perspectives.</b></p>
<p><b><u>Students will know vocabulary related to:</u></b>  <b>Greetings, salutations, and leave takings</b></p> <p><b>Alphabet</b></p> <p><b>Classroom Commands</b></p> <p><b>interrogative words</b></p> <p><b>qualitative adjectives</b></p> <p><b>days of the week, months of the year, and the year</b></p> <p><b>weather expressions and seasons</b></p> <p><b>subject pronouns</b></p> <p><b>Definite/indefinite articles</b></p> <p><b>The structures of the verbs ser and gustar</b></p> <p><b>Noun/adjective agreement</b></p> <p><b>Self Introduction: name, numbers (0-100), age, and birthday</b></p> <p><b>Expressions of Courtesy</b></p>	<p><b>Students will be able to:</b> <i>(Verb Bloom's Taxonomy)</i></p> <p><b>Conjugate and use the Present tense of verb ser and gustar.</b></p> <p><b>Give, Follow, and/or identify Classroom Commands</b></p> <p><b>Identify the letters and accent marks that compromise the Spanish alphabet through listening activities, dictation, and hands-on activities.</b></p> <p><b>Pronounce the Spanish letters and accents through oral repetition, spelling one's name and guided speaking prompts.</b></p> <p><b>Use appropriate greetings, salutations, gestures, and leave takings from the target culture.</b></p> <p><b>Ask or tell who someone is or what something is</b></p> <p><b>Ask or tell where someone is from</b></p> <p><b>Describe self and others using oral or written text.</b></p> <p><b>Recognize descriptions of people and pastime preferences as found in culturally authentic oral and/or written texts.</b></p>

<p><b>Expressions of like and dislike</b></p> <p><b>Pastime Activities</b></p> <p><b>Getting acquainted and Introductions</b></p> <p><b>Tú vs Usted (formal vs informal)</b></p> <p><b>Preposition: de</b></p> <p><b>Casual questions</b></p> <p><b>Spanish daily expressions</b></p> <p><b>Physical characteristics</b></p> <p><b>Personality qualities</b></p> <p><b>Memorized and frequently practiced questions associated with physical characteristics, personality qualities, age, emotions, and preferences related to pastimes</b></p> <p><b>Culturally appropriate expressions and gestures to greet and take leave</b></p> <p><b>Validate the study of Spanish</b></p> <p><b>Weather variation across Spanish-speaking countries</b></p>	<p><b>Ask and tell what date and season it is</b></p> <p><b>Count from 1-100</b></p> <p><b>Identify and comprehend numbers through 100 through choral response, hands-on and digital games, and listening comprehension activities and speaking practice.</b></p> <p><b>Recite numbers through 100 through choral response and oral activities.</b></p> <p><b>Incorporate numbers through 100 during dialogues, role-plays, interviews, and short written responses.</b></p> <p><b>List definite and indefinite articles</b></p> <p><b>List different subject pronouns</b></p> <p><b>Tell the forms of the verb “to be” in the present tense (ser)</b></p> <p><b>Use expressions of courtesy</b></p> <p><b>End a conversation appropriately and courteously</b></p> <p><b>Identify pastime activities.</b></p> <p><b>Use noun/adjective agreement.</b></p> <p><b>Express likes and dislikes</b></p> <p><b>Identify people</b></p> <p><b>Utilize the target language in both writing and speaking</b></p>
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**Comprehend the target language in both reading and/or listening**

**Synthesize syntax and vocabulary accurately to produce the target language**

**Compare their daily activities and lifestyles to those of teenagers in Spanish speaking countries**

**Validate the study of the Spanish language and culture through textbooks readings, authentic readings, short videos, and class discussions.**

**Demonstrate previous knowledge of Target Language Verbs and Vocabulary.**

**Construct simple questions to ask others about themselves**

**Paraphrase/summarize text and/or audio in the target language**

**Ask memorized questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.**

**Answer simple questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.**

**Identify vocabulary related to introductions, greetings, and leave takings through listening comprehension activities, the textbook, and guided readings.**

**Greet others, take leave, and introduce oneself using target vocabulary, in guided conversation.**

**Describe how one is feeling using target language vocabulary.**

**Comprehend native speakers as they discuss greetings, introductions, and feelings.**

**Respond to questions posed by native speakers using target vocabulary.**

**Give and respond to commands**

**Compare and contrast weather variations across Spanish-speaking countries and the United States.**

**Share a basic get to know you conversation with the class.**

**Differentiate between masculine and feminine adjectives and articles through choral response, guided oral and written activities, and listening comprehension.**

## Stage 2 Assessment Evidence

**Summative Assessments: Comic Strip Project  
Spelfies**

**Formative Assessments:**  
**Student to Student Guided Conversation activities**  
**Teacher observation during class activities**  
**Listening Activities**  
**Cultural Readings**  
**Quiz: verb/grammar/vocabulary/reading/listening/speaking**  
**Dialogue/Role-Plays**  
**Writing Prompts**  
**TPR**  
**Digital Activities (Gimkit, Blooket, Edpuzzle, etc.)**  
**Exit Pass**  
**Do Now**  
**Reflection**

**Common Benchmark Assessments: Spelfies**

**Alternative Assessments: Comic Strip Project  
Spelfies**

## Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities &amp; Differentiation (Asian American &amp; Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity &amp; Inclusion [DEI],)</i>	<i>Timeframe (Days or Weeks)</i>

<p><i>(Number Only)</i>  7.1.NL.IPRET.1  7.1.NL.IPRET.2  7.1.NL.IPRET.3  7.1.NM.IPRET.4    7.1.NL.IPERS.1:  7.1.NL.IPERS.4:  7.1.NL.IPERS.5:    7.1.NL.PRSNT.1  7.1.NL.PRSNT.3  7.1.NL.PRSNT.4    RST.6-8.2.</p>	<p><b>Alphabet</b>  <b>Getting Acquainted</b>    <b>Pre Assessment</b>    <b>Greetings/Salutations/Leave Takings/Gestures</b>    <b>Expressions of Courtesy</b>    <b>Validate the Study of Spanish</b>  <b>Course Expectations</b>    <b>Classroom Commands</b></p>	<p><b>Demonstrate previous knowledge of the Spanish language.</b>    <b>Identify the letters and accent marks that compromise the Spanish alphabet through listening activities, dictation, and hands-on activities.</b>    <b>Pronounce the Spanish letters and accents through oral repetition, spelling one’s name and guided speaking prompts.</b>    <b>Validate the study of the Spanish language and culture through textbooks readings, authentic readings, short videos, and class discussions.</b>    <b>Use appropriate greetings, salutations, gestures, and leave takings from the target culture.</b>    <b>Identify vocabulary related to introductions, greetings, and leave takings through listening comprehension activities, the textbook, and guided readings.</b>    <b>Participate in Get to Know You Activities</b>    <b>Use expressions of courtesy</b>    <b>Give, Follow, and/or identify Classroom Commands</b></p>	<p><b>1 week</b></p>
<p>7.1.NL.IPRET.1  7.1.NL.IPRET.2  7.1.NL.IPRET.3</p>	<p><b>Review Casual Questions &amp; Spanish DailyExpressions</b>    <b>Discuss Date, Weather and Seasons</b></p>	<p><b>Greet others, take leave, and introduce oneself using target vocabulary, in guided conversation.</b>    <b>Identify expressions of feeling through picture prompts and conversations.</b></p>	<p><b>1 week</b></p>

<p>7.1.NL.IPERS.1 7.1.NL.IPERS.5 7.1.NL.IPERS.6</p> <p>7.1.NL.PRSNT.1 7.1.NL.PRSNT.4</p> <p>NJSLSA.W4.</p> <p><b>Climate Change:</b> 7.1.NM.IPERS.6:</p>	<p><b>Numbers 0-100</b></p> <p><b>Preposition: de</b></p> <p><b>Emotions</b></p>	<p><b>Describe how one is feeling using target language vocabulary.</b></p> <p><b>Comprehend native speakers as they discuss greetings, introductions, and feelings.</b></p> <p><b>Respond to questions posed by native speakers using target vocabulary.</b></p> <p><b>Ask or tell where someone is from.</b></p> <p><b>Ask and tell what date and season it is</b></p> <p><b>Count from 1-100</b></p> <p><b>Identify and comprehend numbers through 100 through choral response, hands-on and digital games, and listening comprehension activities and speaking practice.</b></p> <p><b>Recite numbers through 100 through choral response and oral activities.</b></p> <p><b>Use numbers through 100 in guided conversations and Q&amp;A sessions.</b></p>	
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		<p><b>Incorporate numbers through 100 during dialogues, role-plays, interviews, and short written responses.</b></p> <p><b>Address people with appropriate titles of respect through guided oral activities and speaking prompts.</b></p> <p><b>Compare and contrast weather variations across Spanish-speaking countries and the United States.</b></p>	
<p>7.1.NM.IPRET.1: 7.1.NM.IPRET.3:</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.5</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p> <p><b>9.4.8.TL.3:</b> NJLSA.W4. <b>8.1.8.IC.2:</b></p>	<p><b>Comic Strip Project</b></p>	<p><b>Utilize the target language in both writing and speaking</b></p> <p><b>Synthesize syntax and vocabulary accurately to produce the target language</b></p> <p><b>Describe self using oral or written text.</b></p> <p><b>Express the weather.</b></p> <p><b>Greet others, take leave, and introduce oneself using target vocabulary, in guided conversation.</b></p> <p><b>Express name, age, origin, and feelings.</b></p>	<p><b>1 week</b></p>
<p>7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPRET.4</p>	<p><b>Acquire Target Language and Verbs (Ser and Physical Adjectives)</b></p> <p><b>Noun/Adjective Agreement</b></p> <p><b>Subject Pronouns</b></p>	<p><b>Tell the forms of the verb “to be” in the present tense (ser)</b></p> <p><b>Conjugate and use the Present tense of verb ser</b></p> <p><b>Ask or tell who someone is or what something is</b></p>	<p><b>1 week</b></p>



<p>7.1.NL.IPERS.1 7.1.NL.IPERS.5:</p> <p>7.1.NL.PRSNT.1 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4 7.1.NL.PRSNT.5</p> <p>RST.6-8.2 NJSLSA.W4.</p>		<p><b>Describe self and others using oral or written text.</b></p> <p><b>Recognize descriptions of people as found in culturally authentic oral and/or written texts.</b></p> <p><b>Identify people</b></p> <p><b>Differentiate between tú and usted through listening comprehension, guided oral practice, and authentic video activities.</b></p> <p><b>List different subject pronouns</b></p> <p><b>Differentiate between masculine and feminine adjectives through choral response, guided oral and written activities, and listening comprehension.</b></p> <p><b>Use noun adjective agreement.</b></p>	
<p>7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPRET.4</p>	<p><b>Acquire Target Language and Verbs (Ser and Personality Qualities)</b></p> <p><b>Noun/Adjective Agreement</b></p> <p><b>Subject Pronouns</b></p>	<p><b>Identify friends through textbook explanations, guided readings, picture prompts, and listening activities.</b></p>	<p><b>1 week</b></p>

<p>7.1.NL.IPERS.1 7.1.NL.IPERS.5:</p> <p>7.1.NL.PRSNT.1 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4 7.1.NL.PRSNT.5</p> <p>RST.6-8.2 NJSLSA.W4.</p>	<p><b>Describing and Identifying People</b></p>	<p><b>Introduce friends through guided oral and written activities, independent activities, and role-plays.</b></p> <p><b>State the age and origin of others through guided oral and written activities, brief compositions, listening comprehension, and role-plays.</b></p> <p><b>Show possession and relationships through textbook guided oral and written activities, listening comprehension, and authentic video activities.</b></p> <p><b>Differentiate between tú and usted through listening comprehension, guided oral practice, and authentic video activities.</b></p> <p><b>List different subject pronouns</b></p> <p><b>Differentiate between masculine and feminine adjectives through choral response, guided oral and written activities, and listening comprehension.</b></p>	
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		<p><b>Use noun adjective agreement.</b></p> <p><b>Tell the forms of the verb “to be” in the present tense (ser)</b></p> <p><b>Conjugate and use the Present tense of verb ser</b></p> <p><b>Ask or tell who someone is or what something is</b></p> <p><b>Describe self and others using oral or written text.</b></p> <p><b>Recognize descriptions of people as found in culturally authentic oral and/or written texts.</b></p> <p><b>Identify people</b></p>	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.5</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.3</p>	<p><b>Acquire Target Language Verbs (Gustar + Nouns (Singular &amp; Plural))</b></p> <p><b>Definite and Indefinite Articles</b></p> <p><b>Interrogatives</b></p>	<p><b>Differentiate between masculine and feminine articles through choral response, guided oral and written activities, and listening comprehension.</b></p> <p><b>List definite and indefinite articles</b></p> <p><b>Conjugate and use the Present tense of the verb gustar.</b></p> <p><b>Express likes and dislikes</b></p>	<p><b>1 week</b></p>

<p>7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p> <p>RST.6-8.2 NJSLSA.W4.</p>		<p><b>Construct simple questions to ask others about themselves</b></p> <p><b>Comprehend the target language in both reading and/or listening</b></p> <p><b>Utilize the target language in both writing and speaking</b></p>	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.5</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p> <p>RST.6-8.2 NJSLSA.W4.</p>	<p><b>Acquire Target Language Vocabulary and Verbs (Gustar + Infinitive and Pastimes)</b></p>	<p><b>Identify pastime activities.</b></p> <p><b>Conjugate and use the Present tense of the verb gustar.</b></p> <p><b>Express likes and dislikes</b></p> <p><b>Recognize descriptions of people and pastime preferences as found in culturally authentic oral and/or written texts.</b></p> <p><b>Comprehend the target language in both reading and/or listening</b></p> <p><b>Paraphrase/summarize text and/or audio in the target language</b></p> <p><b>Utilize the target language in both writing and speaking</b></p>	<p><b>1 week</b></p>
<p>7.1.NL.IPRET.1 7.1.NL.IPRET.3 7.1.NL.IPRET.4</p>	<p><b>Compare and Contrast Pastimes</b></p> <p><b>Review</b></p>	<p><b>Recognize descriptions of people and pastime preferences as found in culturally authentic oral and/or written texts.</b></p>	<p><b>1 week</b></p>

<p>7.1.NM.IPERS.1 7.1.NM.IPERS.3</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p> <p>9.4.8.GCA.1: NJSLSA.W4 RST.6-8.2</p>	<p><b>Exploring Mexico/Celebrating El Día de los Muertos</b></p>	<p><b>Compare their daily activities and lifestyles to those of teenagers in Spanish speaking countries</b></p> <p><b>Demonstrate previous knowledge of Target Language Verbs and Vocabulary.</b></p> <p><b>Develop an appreciation for the Hispanic Holiday (El Dia de los Muertos).</b></p>	
<p>7.1.NL.IPRET.1 7.1.NM.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPRET.4</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.5</p> <p>7.1.NL.PRSNT.1 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4 7.1.NL.PRSNT.5</p> <p>NJSLSA.W4</p>	<p><b>Create and practice conversations associated with Spelfies which include:physical characteristics, personality qualities, age, emotions, likes and dis-likes, and preferences related to pastimes</b></p> <p><b>Presentation of Spelfies</b></p>	<p><b>Use appropriate greetings, salutations, gestures, and leave takings from the target culture.</b></p> <p><b>Combine words and phrases to respond to spontaneous and practiced interview questions.</b></p> <p><b>Construct questions about others through guided and spontaneous interview activities.</b></p> <p><b>Conjugate and use the Present tense of the verb gustar.</b></p> <p><b>Express likes and dislikes</b></p> <p><b>Construct simple questions to ask others about themselves</b></p>	<p><b>2 weeks</b></p>

		<p><b>Utilize the target language in both writing and speaking</b></p> <p><b>Comprehend the target language in both reading and/or listening</b></p> <p><b>Synthesize syntax and vocabulary accurately to produce the target language</b></p> <p><b>Describe self and others using oral or written text.</b></p> <p><b>Conjugate and use the Present tense of verb ser</b></p> <p><b>Use noun adjective agreement.</b></p> <p><b>Differentiate between masculine and feminine adjectives and articles through choral response, guided oral and written activities, and listening comprehension.</b></p> <p><b>Share a basic get to know you conversation with the class.</b></p> <p><b>End a conversation appropriately and courteously</b></p>	
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**Core Instructional & Supplemental Materials  
(including various levels of texts)**

<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation Textbook, Workbook, Videos: <i>Avancemos</i>	
Audio recordings of target language: Avancemos, TPT	
<i>Images</i> - Leveled readings, authentic articles TPT, Garbanzo and Newsela	
You Tube: Authentic Videos	
Teacher made resources and activities	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Quizizz, Padlet, Rockalingua, Google Classroom, Edpuzzle, Google Forms, Jam Board, Goose Chase, Epals, Flipgrid, Boom Cards, Duolingo, laptop, Google Slides, and Seesaw	
Graphic Organizers	

**Accommodations and Modifications:  
Students with Disabilities, English Language Learners,  
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

***Specific examples applied to the unit***

- Use of visual and multisensory formats
- Organizational support
- Teacher repeating conversations/directions after native speakers for clarity
- Use of prompts
- Modification of content and student products
- Testing accommodations

- Authentic assessments
- Use of Graphic Organizers
- Preferential Seating

Specific Strategies and Practices that Support Gifted & Talented Students:

***Specific examples applied to the unit***

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

***Specific examples applied to the unit***

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups



## Stage 1 Desired Results

### Unit Title #2: Mi Nueva Escuela

**Unit Summary:** Through an exploration of school life and leisure activities at home and in Spanish speaking countries (i.e. classes, schedules, school supplies, activities), students will understand that their school and after school experiences in some ways are similar to and different from that of students in Spanish speaking countries. They will have a novice mid level conversation about their new school in front of an audience of their peers. In addition, they will create a multimedia presentation about “A Week in My Life” and present it to their peers through a Gallery Walk. As students progress through their studies, they will strive to continue to communicate at the novice-mid level.

## Unit Learning Targets

### NJSLS Standards:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
  
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

### **World Language Practices:**

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Daily Activities and Traditions - Daily activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these activities and customs as fulcra for target language acquisition that enables comprehension in the target language.

Describing My New School - The means of describing My New School rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of *ir + a*, *estar*, *hay*, and *ar verbs* in language use. Integral to language study is the adaptation of a target language identity that incorporates a cultural lens on the student's perspective. This lens is key to second language acquisition through its development of an identity that is second language centered. Fostering the development of this identity will occur through student manipulation of the target language regarding this topic.

### **Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

**Computer Science & Design Thinking (CS & DT):**

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

**Writing:**

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

**Reading:**

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**Disabilities: N.J.S.A. 18A:35-4.35**

**Unit Essential Questions:**

Is my school experience the same as that of students in the Spanish-speaking world?

How is education valued differently in various countries/cultures?

How do cultural beliefs influence leisure time?

How does time play a role in influencing a society?

**Unit Enduring Understandings:**

School experiences may vary from culture to culture but they also have many similarities

Gaining knowledge about and empathizing with other people and cultures leads to a more tolerant society

The right to a free public education is not universal.

Leisure activities and pastimes are affected by geography, socio-economic and cultural influence and vary throughout the regions of the world.

The concept and value of time varies from culture to culture.

**Students will know vocabulary related to :**

School subjects

Classroom objects and furniture

School facilities

School personnel

School supplies

Activities associated with school

Sports and leisure activities

Ordinal numbers

Question words, days, months, ser, adjectives, personalities, and subject pronouns, noun/adj, agreement, gustar, greetings, salutations, leave takings, daily expressions, weather, and classroom commands

Expressions associated with Telling time

The structures necessary to Express time

Memorized questions related to school activities in the present

Simple questions related to school activities in the present

**Students will be able to: (*Verb Bloom's Taxonomy*)**

Describe and compare people, facilities, classes, objects in the classroom, and activities in school

Review: Question words, days, months, ser, adjectives, personalities, and subject pronouns, noun/adj, agreement, gustar, greetings, salutations, leave takings, daily expressions, weather, and classroom commands

Recognize familiar school vocabulary as found in culturally authentic videos, realia, picture prompts, listening comprehension activities, digital programs, and readings from the target culture.

State what items are located in the Spanish classroom through oral and written activities.

Describe myself and others, express likes and dislikes, greet, give salutations and leave takings, ask and answer daily questions, identify, give, and follow commands.

Compare and contrast the typical school day/setting of the culture in the United States and that of a school in a Spanish speaking country.

Conjugate ar verbs in the present tense

Conjugate estar in the present tense

Conjugate the verb ir + a in the present tense

<p>Cultural products related to school</p> <p>Cultural practices related to school</p> <p>leisure activities</p> <p>Numbers 0 - 400</p> <p>emotions/feelings</p> <p>Prepositions</p> <p>ar verbs in the present tense</p> <p>estar in the present tense</p> <p>ir + a in the present tense</p> <p>Hay</p> <p>Formulaic questions and answers used to obtain information about places in the school</p> <p>La Navidad</p> <p>Disabilities</p>	<p>Use hay</p> <p>Discuss sports and leisure activities</p> <p>Inquire about preferences related to school.</p> <p>Respond to questions about preferences related to school.</p> <p>Express negation</p> <p>Express time</p> <p>Express emotions/feelings</p> <p>Utilize the target language in both writing and speaking</p> <p>Comprehend the target language in both reading and listening</p> <p>Paraphrase/summarize text and audio in the target language</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p> <p>Design, create, and present a multimedia presentation about your leisure activities, pastimes, and weather: "A Week in My Life"</p> <p>Use numbers (1-400) to quantify items and identify room numbers in the school</p>
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Ask memorized questions related to school life by interacting with classmates using digital tools and face-to-face communication.

Answer simple questions related to school life by interacting with classmates using digital tools and face-to-face communication.

Identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts.

Identify challenges that students with disabilities face while going to school.

Demonstrate comprehension of ser and estar

Express location

Develop an appreciation for Hispanic holidays: La Navidad

Identify daily activities through listening comprehension activities, picture prompts, hands-on activities, textbook exercises, and digital games.

Compare and contrast common leisure activities of Spanish students to their American counterparts.

Explain which activities are appropriate and available based on location and time of year.

Compare sports played in Spanish speaking countries to those played in the U.S.

Recognize conjugations of regular ar verbs in the present tense through graphic organizers, paired activities, songs, video tutorials, textbook tutorials, guided oral and written activities, and digital and hands-on games.

Communicate about activities and pastimes through role-plays and paired conversations.

Comprehend native speakers as they discuss their activities and the activities of others.

Respond to native speakers as they pose questions about their activities and the activities of others through speaking prompts and listening comprehension activities.

Comprehend text using target vocabulary (subject pronouns and ar verbs in their conjugated forms.)

Use target vocabulary to sequence events during speaking practice, independent written activities, and role-plays.

Participate in oral interviews using current and previously learned vocabulary and grammatical structures.



	<p>State what people are not doing using negation through guided oral and written practice.</p> <p>Combine words and phrases to respond to spontaneous and practiced interview questions.</p> <p>Decide what classroom objects are needed in order to perform certain school related tasks through writing prompts.</p> <p>Discuss items brought to school daily through Q&amp;A sessions, hands-on activities, and paired conversations.</p> <p>Identify school subjects through picture prompts, listening comprehension, textbook, hands-on activities and digital games.</p> <p>Create a schedule detailing one's school day. Express where one goes to school</p>
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<b>Stage 2 Assessment Evidence</b>
<p><b>Summative Assessments: Speaking Performance Assessment</b> <b>Una Semana en Mi Vida</b></p>
<p><b>Formative Assessments:</b>  <b>Q&amp;A sessions</b>  <b>Student to Student Guided Conversation activities</b>  <b>Teacher observation during class activities</b></p>

**Listening Activities**  
**Cultural Readings**  
**Quiz: verb/grammar/vocabulary/reading/listening**  
**Dialogue/Role-Plays**  
**Writing Prompts**  
**Independent Writing**  
**Schedule Creation**  
**Color by number/conjugation creation and completion**  
**TPR**  
**Exit Pass**  
**Do Now**  
**Reflection**

**Common Benchmark Assessments:**  
**Speaking Performance Assessment**

**Alternative Assessments: Speaking Performance Assessment**  
**Una Semana en Mi Vida**

**Stage 3 Learning Plan**

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities &amp; Differentiation</i> <i>(Asian American &amp; Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity &amp; Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
<i>(Number Only)</i> 7.1.NM.IPRET.1 7.1.NM.IPRET.2	<b>Describing Myself and Others</b>		<i>1 week</i>

<p>7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p> <p>WHST.6-8.4. WHST.6-8.9 RST.6-8.2.</p>	<p><b>Expressing Emotions/Feelings</b></p> <p><b>Acquire Target Language Verbs</b></p>	<p>Review: Question words, days, months, ser, adjectives, personalities, and subject pronouns, noun/adj, agreement, gustar, greetings, salutations, leave takings, daily expressions, and classroom commands</p> <p>Describe myself and others, express likes and dislikes, greet, give salutations and leave takings, ask and answer daily questions, identify, give, and follow commands.</p> <p>Express emotions and feelings.</p> <p>Conjugate estar in the present tense.</p> <p>Demonstrate comprehension of ser and estar: Read and Draw Activity</p>	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1: 7.1.NM.IPERS.2: 7.1.NM.IPERS.3: 7.1.NM.IPERS.4: 7.1.NM.IPERS.5: 7.1.NM.PRSNT.1</p>	<p>Acquiring Target Language Vocabulary and Verbs</p> <p>Comparing Spanish and American Schools</p>	<p>Recognize familiar school vocabulary as found in culturally authentic videos, realia, picture prompts, listening comprehension activities, digital programs, and readings from the target culture.</p> <p>State what items are located in the Spanish classroom through oral and written activities.</p>	<p><i>3 weeks</i></p>

<p>7.1.NM.PRSNT.2  7.1.NM.PRSNT.3  7.1.NM.PRSNT.4  RST.6-8.2  WHST.6-8.4.  WHST.6-8.9  8.1.2.NI.1  8.1.2.IC.2  9.1.8.PB.5:  9.1.8.EG.5:</p>		<p>Compare and contrast the typical school day/setting of the culture in the United States and that of a school in a Spanish speaking country.</p> <p>Conjugate the verb ir + a in the present tense</p> <p>Use hay</p> <p>Describe and compare people, facilities, classes, objects in the classroom, and activities in school</p> <p>Inquire about preferences related to school.</p> <p>Respond to questions about preferences related to school.</p> <p>Express negation</p> <p>Utilize the target language in both writing and speaking</p> <p>Comprehend the target language in both reading and listening</p> <p>Paraphrase/summarize text and audio in the target language</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p> <p>Use numbers (1-400) to quantify items and identify room numbers in the school</p>	
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		<p>Identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts.</p> <p>Use target vocabulary to sequence events during speaking practice, independent written activities, and role-plays.</p> <p>Express location</p> <p>Decide what classroom objects are needed in order to perform certain school related tasks through writing prompts.</p> <p>Discuss items brought to school daily through Q&amp;A sessions, hands-on activities, and paired conversations.</p> <p>Identify school subjects through picture prompts, listening comprehension, textbook, hands-on activities and digital games.</p> <p>Create a schedule detailing one's school day.</p> <p>Express where one goes to school.</p>	
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<p>7.1.NM.IPRET.1 7.1.NM.IPRET.3</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.5</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p> <p>WHST.6-8.4.</p>	<p>Having a conversation about my new school</p>	<p>Ask memorized questions related to school life by interacting with classmates using digital tools and face-to-face communication.</p> <p>Answer simple questions related to school life by interacting with classmates using digital tools and face-to-face communication.</p>	<p>1 week</p>
<p>Disabilities: N.J.S.A. 18A:35-4.35</p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p>	<p>Develop an appreciation for Hispanic Holidays</p> <p>Identifying challenges that students with disabilities face at school.</p>	<p>Develop an appreciation for Hispanic holidays: La Navidad</p> <p>Identify challenges that students with disabilities face while going to school.</p>	<p>1 week</p>

<p>7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p>			
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.3</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p> <p>RST.6-8.2</p>	<p>Acquiring Target Language Verbs and Vocabulary</p>	<p>Discuss sports and leisure activities</p> <p>Conjugate AR Verbs in the Present Tense.</p> <p>Create and complete a Spanish color by number/conjugation</p> <p>Identify daily activities through listening comprehension activities, picture prompts, hands-on activities, textbook exercises, and digital games.</p> <p>Compare and contrast common leisure activities of Spanish students to their American counterparts.</p>	<p>2 weeks</p>

<p>WHST.6-8.4. WHST.6-8.9</p>		<p>Explain which activities are appropriate and available based on location and time of year.</p> <p>Compare sports played in Spanish speaking countries to those played in the U.S.</p> <p>Recognize conjugations of regular ar verbs in the present tense through graphic organizers, paired activities. songs, video tutorials, textbook tutorials, guided oral and written activities, and digital and hands-on games.</p> <p>Communicate about activities and pastimes through role-plays and paired conversations.</p> <p>Comprehend native speakers as they discuss their activities and the activities of others.</p>	
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		<p>Respond to native speakers as they pose questions about their activities and the activities of others through speaking prompts and listening comprehension activities.</p> <p>Comprehend text using target vocabulary (subject pronouns and ar verbs in their conjugated forms.)</p> <p>Use target vocabulary to sequence events during speaking practice, independent written activities, and role-plays.</p> <p>Participate in oral interviews using current and previously learned vocabulary and grammatical structures.</p> <p>State what people are not doing using negation through guided oral and written practice.</p> <p>Combine words and phrases to respond to spontaneous and practiced interview questions.</p>	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPRET.5</p>	<p>Describing Daily Activities and Weather</p>		<p>1 week</p>

<p>7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.5</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p> <p>9.4.8.TL.3:</p> <p>WHST.6-8.4.</p>		<p>Design, create, and present a multimedia presentation about your leisure activities, pastimes, and weather: “A Week in My Life”</p>	
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7.1.NM.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPRET.4  7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3  7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4	Explaining When Events Take Place	Express time	1 week

<b>Core Instructional &amp; Supplemental Materials</b> <b>(including various levels of texts)</b>	
<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation Textbook, Workbook, Videos, : <i>Avancemos</i>	*Schedules may be adjusted due to interruptions such as state testing, field trips, etc.
Audio recordings of target language: <i>Avancemos</i> , TPT	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Quizizz, Padlet, Rockalingua, Google Classroom, Edpuzzle, Google Forms, Jam Board, Goose Chase, Flipgrid, Boom Cards, Duolingo, laptop, and Seesaw, Google Slides	
Leveled texts for students: TPT, Garbanzo and Newsela	
You Tube: Authentic Videos and Songs	
Teacher made resources and activities	
<i>Images</i> - Leveled readings, authentic articles, letters	

## Core Instructional & Supplemental Materials

(including various levels of texts)

Manipulatives and Realia

Graphic Organizers

## Accommodations and Modifications:

Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

*Specific examples applied to the unit*

- Use of visual and multisensory formats
- Organizational support
- Teacher repeating conversations/directions after native speakers for clarity
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Use of Graphic Organizers
- Preferential Seating

Specific Strategies and Practices that Support Gifted & Talented Students:

*Specific examples applied to the unit*

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content

- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

***Specific examples applied to the unit***

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

### Stage 1 Desired Results

#### Unit Title #3: Mi Hogar: Familia y Casa

Through an exploration of family and house at home and in Spanish speaking countries, students will understand that their families and houses in some ways are similar to and different from that of students in Spanish speaking countries. They will have a novice mid level interview about a family. In addition, they will create a multimedia presentation about “La Casa de mis Sueños” and present it to their peers through a Gallery Walk. As students progress through their studies, they will strive to continue to communicate at the novice-mid level.

### Unit Learning Targets

#### NJSLS Standards:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
  
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
  
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**World Language Practices:**

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition,

translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Daily Activities and Traditions - Daily activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these activities and customs as fulcra for target language acquisition that enables comprehension in the target language.

Describing My House and Family - The means of describing my house and family rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of tense in language use. Integral to language study is the adaptation of a target language identity that incorporates a cultural lens on the student's perspective. This lens is key to second language acquisition through its development of an identity that is second language centered. Fostering the development of this identity will occur through student manipulation of the target language regarding this topic.

### **Interdisciplinary Connections**

#### **Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

#### **Computer Science & Design Thinking (CS & DT):**

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

#### **Writing:**

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

#### **Reading:**

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

<p><b>LGBT: N.J.S.A. 18A:35-4.35</b></p>	
<p><b>Unit Essential Questions:</b></p> <p>How does time play a role in influencing a society?</p> <p>How does the family differ from one culture to another? What is my definition of family?</p> <p>How are children named in Spanish speaking countries? What do legal names look like?</p> <p>How and where do people live in the countries where the target-language is spoken? How is my house similar and different?</p>	<p><b>Unit Enduring Understandings:</b></p> <p>Geography and tradition influences our society, its institutions and products.</p> <p>The concept and value of time varies from culture to culture.</p> <p>The family unit is very important in the Spanish speaking culture. Extended families are common and elder members are highly respected.</p> <p>Hispanic people tend to have very long names, and usually have 2 last names, and often use the names of Saints for their religious meaning.</p> <p>People around the world live differently depending on factors such as culture, geography and tradition.</p>
<p><b><u>Students will know vocabulary related to:</u></b></p> <p>La Familia: La abuela, el abuelo, los abuelos, la familia, la hermana, el hermano, la hija, el hijo, la madrastra, la madre, el padrastro, el padre, el primo, la prima, la tia, el tío, el gato, el perro, mayor, menor, la mascota</p> <p>La Casa: el dormitorio, la cocina, el sótano, el ático, la sala, el garaje, el patio, el baño</p> <p>Colors</p>	<p><b>Students will be able to:</b> (<i>Verb Bloom's Taxonomy</i>)</p> <p>Utilize the target language in both writing and speaking</p> <p>Comprehend the target language in both reading and listening</p> <p>Compare one's family and house to those of teenagers in Spanish speaking countries</p> <p>Paraphrase/summarize text and audio in the target language</p>



<p>IR Verbs  Los Muebles: la cama, el sofá, la silla, la mesa, la lámpara, el televisor, la mesita, el escritorio  Types of houses found in Spanish speaking countries  Structures:  Tener Conjugation  IR Verb Conjugations  Noun adjective agreement, hay, ar verbs, ser, estar, prepositions, adjectives, age, personality characteristics, de, gustar, weather, seasons, numbers, interrogatives, date, daily expressions, time  Target Language Currency  Big Numbers to millions  Hispanic Names</p>	<p>Synthesize syntax and vocabulary accurately to produce the target language  Design a map of a house labeling rooms.  Read and interpret a Spanish family tree to discover the definitions of family members in Spanish.  Read and interpret an authentic house advertisement to discover the information used to describe houses, rooms, money and directional vocabulary.  Investigate the internet to find types of houses in Spanish speaking countries. Students will compare and contrast these houses with their own.  Express preferences (likes/dislikes)  Identify and describe family members, rooms of a house/apartment, and furniture using written and oral communication.  Ask where someone is from and say where they are from  Ask and say how old someone is  Describe the contents of various rooms of a house  Tell where people and things are located in a house using prepositions of location and the verb estar  Discuss activities that families do together  Talk about physical and personality characteristics of family members  Ask and answer questions about family routines  Write your name in the Hispanic tradition  Conjugate IR Verbs.  Conjugate the verb Tener.  Review: Noun adjective agreement, hay, ar verbs, ser, estar, prepositions, adjectives, age, personality characteristics, de, gustar, weather, seasons, numbers, interrogatives, date, daily expressions  Design and Present your Dream House.</p>
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	<p>Explore the Spanish Royal family</p> <p>Identify and describe family members from the tv show Modern Family</p> <p>Tell time/tell at what time an event takes place</p> <p>View the movie Encanto and explore La Familia Madrigal and their magic house. Demonstrate comprehension by completing a study guide.</p> <p>Discover homes in Spanish speaking countries by viewing the video: House Hunters International</p> <p>Utilize big numbers to millions</p> <p>Express prices in local currency</p> <p>Participate in an Oral Interview about family.</p> <p>Demonstrate mastery of telling time.</p> <p>Acquire target language vocabulary: house, colors, furniture</p>
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<b>Stage 2 Assessment Evidence</b>
<p><b>Summative Assessments: Oral Interview</b></p> <p><b>My Dream House</b></p>
<p><b>Formative Assessments:</b></p> <p><b>Telling time quiz</b></p> <p><b>Encanto quiz</b></p> <p><b>House Hunting WebQuest</b></p> <p><b>House Labeling</b></p>

**Read and Draw La Familia**

**Q&A sessions**

**Student to Student Guided Conversation activities**

**Teacher observation during class activities**

**Listening Activities**

**Cultural Readings**

**Quiz: verb/grammar/vocabulary/reading/listening**

**Dialogue/Role-Plays/Paired Conversations**

**Writing Prompts**

**Independent Writing**

**Color by number/conjugation creation and completion**

**TPR**

**Exit Pass**

**Do Now**

**Reflection**

**Common Benchmark Assessments:** My Dream House

**Alternative Assessments:** Oral Interview  
My Dream House

**Stage 3 Learning Plan**

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities &amp; Differentiation</i> (Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)	<i>Timeframe</i> (Days or Weeks)
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<p><i>(Number Only)</i>  7.1.NM.IPRET.1  7.1.NM.IPRET.2  7.1.NM.IPRET.3  7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1:  7.1.NM.IPERS.2:  7.1.NM.IPERS.3:  7.1.NM.IPERS.5:</p> <p>7.1.NM.PRSNT.1  7.1.NM.PRSNT.2  7.1.NM.PRSNT.4</p> <p>RST.6-8.2</p>	<p><b>Telling Time</b></p>	<p>Recognize numbers through 60 through listening comprehension activities, readings, and textbook explanations.</p> <p>Identify vocabulary related to time through listening comprehension activities, picture prompts, hands-on activities, textbook, and guided readings.</p> <p>Express the time using target vocabulary in guided oral and written activities.</p> <p>Converse about what time events take place through role-plays.</p> <p>Identify expressions of time through picture prompts and conversations.</p> <p>Comprehend native speakers as they discuss the time and at what time events take place.</p> <p>Respond to questions using target vocabulary.</p> <p>Tell time/tell at what time an event takes place</p>	<p><i>1 week</i></p>
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		Demonstrate mastery of telling time.	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1: 7.1.NM.IPERS.3:</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.4 WHST.6-8.4. RST.6-8.2</p> <p>LGBT: N.J.S.A. 18A:35-4.35</p>	<p><b>Acquiring Target Language Vocabulary and Verbs</b></p> <p><b>La Familia: Modern Family and Tener</b></p> <p><b>Understanding Hispanic names</b></p>	<p>Conjugate the verb Tener</p> <p>Review Ser and Estar, Physical Adjectives, Personality Characteristics, Emotions, Possessive Adjectives, Noun/Adjective Agreement/Hay</p> <p>Identifying and Describing Family</p> <p>Write your name in the Hispanic tradition</p> <p>Identify and describe family members from the tv show Modern Family</p> <p>Discuss activities that families do together</p> <p>Talk about physical and personality characteristics of family members</p> <p>Ask and answer questions about family routines</p> <p>Ask where someone is from and say where they are from</p> <p>Ask and say how old someone is</p> <p>Utilize the target language in both writing and speaking</p>	<p><i>2 weeks</i></p>

		<p>Comprehend the target language in both reading and listening</p> <p>Paraphrase/summarize text and audio in the target language</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p>	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 RST.6-8.2 WHST.6-8.9 WHST.6-8.4.</p>	<p><b>Exploring the Spanish Royal Family</b></p> <p><b>Compare and Contrast your family with a family in the target language</b></p> <p><b>View the Movie: Encanto</b></p> <p><b>Participate in an Oral Interview</b></p>	<p>Explore the Spanish Royal family</p> <p>Read and interpret a Spanish family tree to discover the definitions of family members in Spanish.</p> <p>Compare one's family to those of teenagers in Spanish speaking countries</p> <p>Utilize the target language in both writing and speaking</p> <p>Comprehend the target language in both reading and listening</p> <p>Paraphrase/summarize text and audio in the target language</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p>	<p><i>2 weeks</i></p>

		<p>Review Familia, Descriptions, Hay, and Tener</p> <p>View the movie Encanto and explore La Familia Madrigal and their magic house. Demonstrate comprehension by completing a study guide.</p> <p>Participate in an Oral Interview about family. (Major) Students are given a new identity and complete an interview with the teacher.</p>	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1: 7.1.NM.IPERS.2: 7.1.NM..IPERS.3</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p> <p>RST.6-8.2</p> <p>WHST.6-8.4.</p>	<p><b>Acquiring Target Language Vocabulary and Verbs: Vocabulary: Casa, Colores, y Muebles IR Verbs</b></p> <p><b>Labeling la Casa</b></p>	<p>Conjugate IR Verbs.</p> <p>Review Tener, Estar, and Prepositions</p> <p>Utilize the target language in both writing and speaking</p> <p>Comprehend the target language in both reading and listening</p> <p>Paraphrase/summarize text and audio in the target language</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p> <p>Design a map of a house labeling rooms.</p> <p>Acquire target language vocabulary: house, colors, furniture</p>	2 weeks

<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1: 7.1.NM.IPERS.2: 7.1.NM.IPERS.3</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4</p> <p>RST.6-8.2</p> <p>8.1.2.NI.1: 8.1.2.NI.2: 9.1.8.PB.5: 9.1.8.EG.5:</p> <p>WHST.6-8.9 WHST.6-8.4.</p>	<p><b>View Video: House Hunters International - España</b></p> <p><b>Conduct a House Hunting WebQuest</b></p> <p><b>Understanding Currency from Spanish speaking countries</b></p> <p><b>Compare and Contrast Homes in the United States with Homes in Spanish speaking countries</b></p>	<p>Discover homes in Spanish speaking countries by viewing the video: House Hunters International</p> <p>Utilize big numbers to millions</p> <p>Express prices in local currency</p> <p>Read and interpret an authentic house advertisement to discover the information used to describe houses, rooms, money and directional vocabulary.</p> <p>Investigate the internet to find types of houses in Spanish speaking countries. Students will compare and contrast these houses with their own.</p> <p>Identify and describe family members, rooms of a house/apartment, and furniture using written and oral communication.</p> <p>Describe the contents of various rooms of a house</p> <p>Tell where people and things are located in a house using prepositions of location and the verb estar</p> <p>Compare one's house to those of teenagers in Spanish speaking countries</p>	<p>1 week</p>
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2</p>	<p>Design and Present your Dream House</p>	<p>Design and Present your Dream House. (Major) Multimedia</p>	<p>2 weeks</p>



<p>7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1: 7.1.NM.IPERS.2: 7.1.NM.IPERS.3 7.1.NM.IPERS.5</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p> <p>9.4.8.TL.3: WHST.6-8.4.</p>	<p>Project: La Casa de Mis Sueños</p>	<p>Express preferences (likes/dislikes)</p> <p>Identify and describe family members, rooms of a house/apartment, and furniture using written and oral communication.</p> <p>Describe the contents of various rooms of a house</p> <p>Tell where people and things are located in a house using prepositions of location and the verb estar</p>	
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<b>Core Instructional &amp; Supplemental Materials (including various levels of texts)</b>	
<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation Textbook, Workbook, Videos, : <i>Avancemos</i>	*Schedules may be adjusted due to interruptions such as state testing, field trips, etc.
Audio recordings of target language: Avancemos, TPT	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Quizizz, Padlet, Rockalingua, Google Classroom, Edpuzzle, Google Forms, Jam Board, Goose Chase, Flipgrid, Boom Cards, Duolingo, laptop, and Seesaw, Google Slides	
Leveled texts for students: TPT, Garbanzo and Newsela	
You Tube: Authentic Videos and Songs	

Teacher made resources and activities	
<i>Images</i> - Leveled readings, authentic articles, letters	
Graphic Organizers	
Manipulatives and Realia	
Video: House Hunters International	
Movie: Encanto	
Google Slides: Modern Family	

**Accommodations and Modifications:  
Students with Disabilities, English Language Learners,  
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

***Specific examples applied to the unit***

- Use of visual and multisensory formats
- Organizational support
- Teacher repeating conversations/directions after native speakers for clarity
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Use of Graphic Organizers
- Preferential Seating

Specific Strategies and Practices that Support Gifted & Talented Students:

***Specific examples applied to the unit***

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study

- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

***Specific examples applied to the unit***

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Stage 1 Desired Results

### Unit Title #4: Food and Celebrations

**Unit Summary:** Through an exploration of food and celebrations, students will learn how to identify food and drinks and compare Hispanic and American mealtimes. Students at the novice mid level will role-play ordering food and drinks in a café and paying the bill. In addition, they will create a plan for a Surprise Birthday Party. They will present the multimedia presentation to their peers

through a Gallery Walk. Students will also compare and contrast their Birthday celebration plan with a Quinceañera. As students progress through their studies, they will strive to continue to communicate at the novice-mid level.

## Unit Learning Targets

### NJSLS Standards:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**World Language Practices:**

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Daily Activities and Traditions - Daily activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these activities and customs as fulcra for target language acquisition that enables comprehension in the target language.

Describing Food and Drinks - The means of describing food and drinks rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of ser, gustar, and er in language use. Integral to language study is the adaptation of a target language identity that incorporates a cultural lens on the student's perspective. This lens is key to second language acquisition through its development of an identity that is second language centered. Fostering the development of this identity will occur through student manipulation of the target language regarding this topic.

**Interdisciplinary Connections****Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.1.8.CP.1: Compare prices for the same goods or services

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

**Computer Science & Design Thinking (CS & DT):**

8.1.2.AP.4: Break down a task into a sequence of steps.

**Reading:**

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**Writing:**

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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**Asian American, Pacific Islander: N.J.S.A. 18A:35-4.44**

**Unit Essential Questions:**

How does culture influence food choices?

What are some staple foods of target language countries?

What happens when two cultures meet?

Why are family celebrations and milestones important?

What are the roles and responsibilities of family members in the maintenance of the home?

How do Hispanic and American celebrations differ? What do they have in common?

What can we learn about people and their cultural perspectives by examining the holidays and festivities?

**Unit Enduring Understandings:**

Learning a different language/culture leads to greater understanding of one's own language and culture.

Cultural perspectives are gained by using the language and through experience with its products and practices.

Geography and tradition influences our society, its institutions and products.

Understanding that chores vary between cultures and reflect cultural perspectives.

History and traditions determine how people celebrate holidays and special events

**Students will know vocabulary related to:**

- Foods and Drinks
- Restaurants and Cafés
- Money/Prices
- Food Descriptions
- Restaurant staff
- Hunger and Thirst
- Wants/Requests/Share
- Meals
- Chores
- Fiesta
- Quinceañera
- Tener Que Infinitive
- Family, Date, Age, Colors, Gustar, Tener, Ser, Estar, Prepositions, Adjectives, Personality Characteristics, Possessive Adjectives, Casa, AR Verbs, IR + A, greetings, salutations, leave takings

**Students will be able to:**

- Identify common Spanish foods and drinks
- Order food and drinks in a café
- Acquire Target Language and Verbs: Food and Drinks, Food Descriptions, ER/IR Verbs
- Understand and explain the Euro
- Compare the Euro to the American dollar and the Mexican Peso
- Make requests
- Ask for and pay the check
- Say please and thank you
- Express hunger and thirst
- Compare meals and mealtimes in Hispanic countries to mealtimes in the U.S.
- Utilize the target language in both writing and speaking
- Comprehend the target language in both reading and listening
- Paraphrase/summarize text and audio in the target language
- Synthesize syntax and vocabulary accurately to produce the target language
  
- Listen to or Read and comprehend a short video or reading of a Quinceañera in Spanish.
  
- Describe preferences regarding favorite and least favorite foods orally and in writing using gustar, er/ir verbs and food vocabulary in the target language.
  
- Read and interpret an authentic menu in Spanish.
- Develop and create a multimedia presentation to present a plan for a Surprise Birthday Party
- Sing Feliz Cumpleanos

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|  | <ul style="list-style-type: none"><li>- Compare and contrast the Surprise Birthday Plan with a Quinceanera.</li><li>- Acquire target language and verbs: chores, fiesta, Quinceañera and tener que</li><li>- Identify activities and chores associated with authentic celebrations in the target language.</li><li>- Identify certain family member roles in each celebration or holiday.</li><li>- Watch a video about food fusion. (i.e., Chinese-Puerto Rican)</li><li>- Describe orally and in writing the food, and items necessary in order to have a Surprise Birthday Celebration.</li><li>- Give and follow a series of chores in Spanish to complete and act out in order to plan a celebration or holiday.</li><li>- Compose and ask interview questions to ask classmates about preferences of chores</li><li>- Create a menu in Spanish in writing to correspond with a Surprise Birthday Celebration.</li><li>- Ask memorized questions related to food preferences, products, and practices.</li><li>- Answer simple questions related to food preferences, products, and practices.</li><li>- Create authentic decorations for holidays</li></ul> |
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|  | <ul style="list-style-type: none"><li>- Review Family, Date, Age, Colors, Gustar, Tener, Ser, Estar, Prepositions, Adjectives, Personality Characteristics, Possessive Adjectives, Casa, AR Verbs, IR + A, greetings, salutations, leave takings</li></ul> |
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## Stage 2 Assessment Evidence

### Summative Assessments:

En el café- Comprehensive role-play/skit

La Fiesta Sorpresa de Cumpleaños

### Formative Assessments:

Q&A sessions

Student to Student Guided Conversation activities

Teacher observation during class activities

Listening Activities

Cultural Readings

Quiz: verb/grammar/vocabulary/reading/listening

Dialogue/Role-Plays/Paired Conversations/Skit

Writing Prompts

Independent Writing

Color by number/conjugation creation and completion

TPR

Exit Pass

Do Now

Reflection

Digital activities (Quizlet, Gimkit, Edpuzzle, etc...)

**Common Benchmark Assessments:  
La Fiesta Sorpresa de Cumpleaños**

**Alternative Assessments:  
En el café- Comprehensive role-play/skit  
La Fiesta Sorpresa de Cumpleaños**

**Stage 3 Learning Plan**

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities &amp; Differentiation (Asian American &amp; Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity &amp; Inclusion [DEI],)</i>	<i>Timeframe (Days or Weeks)</i>
7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	Acquiring Target Language Verbs and Vocabulary  Describing Foods  Ordering Foods and Drinks	<ul style="list-style-type: none"> <li>- Review Family, Date, Age, Colors, Gustar, Tener, Ser, Estar, Prepositions, Adjectives, Personality Characteristics, Possessive Adjectives, Casa, AR Verbs, IR + A, greetings, salutations, leave takings</li> <li>• Acquire Target Language and Verbs: Food and Drinks, Food Descriptions, ER/IR Verbs</li> <li>• Combine target vocabulary with previously learned vocabulary to respond to spontaneous and practiced interview questions.</li> </ul>	4 weeks

RST.6-8.2.

- Name and identify common foods and drinks in target language through picture prompts, hands-on activities, digital games, and textbook.
- Describe preferences regarding favorite and least favorite foods orally and in writing using *gustar*, *er/ir* verbs and food vocabulary in the target language.
- Identify expressions related to food and dining through listening comprehension activities, authentic readings, the textbook, picture prompts, and video/audio programs.
- Express hunger and thirst
- Respond to questions in both oral and written form using target vocabulary.
- Role-play shopping for food using target vocabulary.
- Comprehend the target language in both reading and listening
- Paraphrase/summarize text and audio in the target language
- Synthesize syntax and vocabulary accurately to produce the target language

<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.5</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.4</p> <p>9.1.8.CP.1: 9.1.2.CAP.1 RST.6-8.2</p> <p><b>Asian American, Pacific Islander: N.J.S.A. 18A:35-4.44</b></p>	<p>Comparing Hispanic and American Mealtimes and Food Trends</p> <p>Using and Understanding Hispanic Currency</p>	<ul style="list-style-type: none"> <li>● Understand and explain the Euro</li> <li>● Compare the Spanish Euro to the American dollar and the Mexican Peso</li> <li>● Identify Spanish Euros and Mexican Pesos through picture prompts, hands-on activities, listening comprehension, textbook, and readings.</li> <li>● Differentiate between when American teenagers eat and when their Hispanic counterparts eat through guided readings, listening comprehension, class discussions, and closed research.</li> <li>● Give examples of contributions of ethnic groups to the Hispanic “Food Fusion Scene” through guided authentic readings and video clips. (ie,Chinese - Puerto Rican)</li> </ul>	<p><i>1 week</i></p>

		<ul style="list-style-type: none"> <li>● Identify mealtimes of Hispanics through authentic readings, video presentations, picture prompts, and listening comprehension activities.</li>   <li>● Explore how Hispanics shop for food through visuals, authentic readings and videos, and class discussions.</li> </ul>	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p>	<p>Create and Perform a Role-Play: “En el Café”</p>	<ul style="list-style-type: none"> <li>● Request and take food orders through role-plays and dialogues.</li> <li>● Request and pay the check at a café through role-plays and scripted dialogues.</li> <li>● Make requests</li> <li>● Ask for and pay the check</li> <li>● Say please and thank you</li> <li>● Read and interpret an authentic menu in Spanish.</li> <li>● Express hunger and thirst</li> </ul>	<p><i>1 week</i></p>

<p>7.1.NM.PRSNT.1  7.1.NM.PRSNT.2  7.1.NM.PRSNT.3  7.1.NM.PRSNT.4  7.1.NM.PRSNT.5  9.1.8.CP.1</p> <p>NJSLSA.W3.</p>		<ul style="list-style-type: none"> <li>- Ask memorized questions related to food preferences, products, and practices.</li> <li>- Use Spanish Euros and target vocabulary to pay for items and make change through guided conversations and role-plays.</li> <li>- Answer simple questions related to food preferences, products, and practices.</li> </ul>	
<p>7.1.NM.IPRET.1  7.1.NM.IPRET.2  7.1.NM.IPRET.3  7.1.NM.IPRET.4</p>	<p>Acquiring Target Language Vocabulary and Verbs</p> <p>Exploring a Quinceañera</p>	<ul style="list-style-type: none"> <li>- Utilize the target language in both writing and speaking</li> <li>- Comprehend the target language in both reading and listening</li> </ul>	<p>2 weeks</p>

<p>7.1.NM.IPERS.1  7.1.NM.IPERS.2  7.1.NM.IPERS.3  7.1.NM.IPERS.4  7.1.NM.IPERS.5</p> <p>7.1.NM.PRSNT.1  7.1.NM.PRSNT.2  7.1.NM.PRSNT.4</p> <p>RST.6-8.2.</p>		<ul style="list-style-type: none"> <li>- Review Family, Date, Age, Colors, Gustar, Tener, Ser, Estar, Prepositions, Adjectives, Personality Characteristics, Possessive Adjectives, Casa, AR Verbs, IR + A, greetings, salutations, leave takings</li> <li>- Acquire target language and verbs: chores, fiesta, Quinceañera and tener que</li> <li>- Combine target vocabulary with previously learned vocabulary to respond to spontaneous and practiced interview questions.</li> <li>- Paraphrase/summarize text and audio in the target language</li> <li>- Synthesize syntax and vocabulary accurately to produce the target language</li> <li>- Give and follow a series of chores in Spanish to complete and act out in order to plan a celebration or holiday.</li> <li>- Compose and ask interview questions to ask classmates about preferences of chores</li> <li>- Identify Hispanic holidays, celebrations, and traditions through video clips, textbook cultural notes, authentic readings, and picture prompts</li> <li>- Listen to or Read and comprehend a short video or reading of a Quinceañera in Spanish.</li> </ul>	
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		<ul style="list-style-type: none"> <li>- Detail traditional celebrations through class discussions, guided oral practice, and writing prompts.</li> </ul>	
7.1.NM.IPRET.1 7.1.NM.IPRET.3  7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.5  7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5  NJLSA.W3.  8.1.2.AP.4:	Planning a Surprise Birthday Party  Compare and Contrast your Surprise Birthday Party with a Quinceañera	<ul style="list-style-type: none"> <li>• Develop and create a multimedia presentation to present a plan for a Surprise Birthday Party</li> <li>• Sing Feliz Cumpleanos</li>   <li>• Compare American and Hispanic celebrations of the same holidays through class discussions, hands-on projects, guided readings, and video tutorials.</li>   <li>• Create authentic decorations associated with various Hispanic holidays and celebrations through hands-on activities.</li> <li>• Create a menu in Spanish in writing to correspond with a Surprise Birthday Celebration.</li> <li>• Describe orally and in writing the food, and items necessary in order to have a Surprise Birthday Celebration.</li> <li>• Identify activities and chores associated with authentic celebrations in the target language.</li> </ul>	2 weeks



		<ul style="list-style-type: none"> <li>Identify certain family member roles in each celebration or holiday.</li> </ul>	
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**Core Instructional & Supplemental Materials**  
(including various levels of texts)

<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation Textbook, Workbook, Videos, : <i>Avancemos</i>	*Schedules may be adjusted due to interruptions such as state testing, field trips, etc.
Audio recordings of target language: <i>Avancemos</i> , TPT	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Quizizz, Padlet, Rockalingua, Google Classroom, Edpuzzle, Google Forms, Jam Board, Goose Chase, Flipgrid, Boom Cards, Duolingo, laptop, and Seesaw, Google Slides	Chinese Puerto Rican food tour w/ Yanyi
Leveled texts for students: TPT, Garbanzo and Newsela	Netflix: Nailed It Mexico - Piñata/Quinceañera
You Tube: Authentic Videos and Songs	
Teacher made resources and activities	
<i>Images</i> - Leveled readings, authentic articles, letters	
Graphic Organizers	
Manipulatives and Realia	
Hispanic cooking shows	

**Accommodations and Modifications:**  
**Students with Disabilities, English Language Learners,**  
**Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:  
*Specific examples applied to the unit*

- Use of visual and multisensory formats

- Organizational support
- Teacher repeating conversations/directions after native speakers for clarity
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Use of Graphic Organizers
- Preferential Seating

Specific Strategies and Practices that Support Gifted & Talented Students:

***Specific examples applied to the unit***

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

***Specific examples applied to the unit***

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share

- Cooperative learning groups