

Board Approval Date:

Course Title: Spanish C

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

Week	Marking Period 1	Week	Marking Period 3
1	Unit Title 1: New Friends, New Adventures, and Me: Getting Acquainted/Pre Assessment/Google Translate	21	Unit Title 3: La Esperanza de la Educación: Tener que Infinitive and Tener Expressions
2	Unit Title 1: New Friends, New Adventures, and Me: Review target language vocabulary	22	Unit Title 3: La Esperanza de la Educación Movie Talk: Sr. Indiferente (Random Acts of Kindness Week) Black History Month
3	Unit Title 1: New Friends, New Adventures, and Me: Review target language verbs and vocabulary	23	Unit Title 3: La Esperanza de la Educación Acquire target language vocabulary and verbs: Personal Hygiene Items and Reflexive Verbs (Regular and Stem Changing)
4	Unit Title 1: New Friends, New Adventures, and Me: Review target language verbs and vocabulary	24	Unit Title 3: La Esperanza de la Educación Irregular Yo Verbs and Mi Rutina Project
5	Unit Title 1: New Friends, New Adventures, and Me: Review target language verbs and vocabulary	25	Unit Title 3: La Esperanza de la Educación Mi Rutina Project/saber and conocer
6	Unit Title 1: New Friends, New Adventures, and Me: Pen Pal	26	Unit Title 3: La Esperanza de la Educación songs, readings, TedX, Edpuzzle

	Letters/El Dia de los Muertos		
7	Unit Title 1: New Friends, New Adventures, and Me: Hispanic, Latino, Spanish, and Latinx/ Famous Hispanics	27	Unit Title 3: La Esperanza de la Educación songs, readings, TedX, Edpuzzle
8	Unit Title 1: New Friends, New Adventures, and Me: Geography Spanish Speaking Countries/Nationalities	28	Unit Title 3: La Esperanza de la Educación Most Dangerous Ways to School/ Living on a Dollar a Day
9	Unit Title 1: New Friends, New Adventures, and Me: Geography Spanish Speaking Countries /My Country Project	29	Unit Title 3: La Esperanza de la Educación Service Learning Project
10	Unit Title 1: New Friends, New Adventures, and Me: My Country Project	30	Unit Title 3: La Esperanza de la Educación Service Learning Project, Gallery Walk, and Vote
Week	Marking Period 2	Week	Marking Period 4
11	Unit Title 2: El Béisbol Dominicano Acquire target language vocabulary Big Numbers/Ordinal Numbers/Body/Sports	31	Unit Title 4: Perú: Recordando el Pasado, Iluminando el Presente, e Inspirando el Futuro Movie Talk: “The Legend of Abuela Grillo”
12	Unit Title 2: El Béisbol Dominicano Acquire target language vocabulary Big Numbers/Ordinal Numbers/Body/Sports	32	Unit Title 4: Perú: Recordando el Pasado, Iluminando el Presente, e Inspirando el Futuro Acquire target language vocabulary and verbs: (Vacation Vocabulary and Preterite ar/er/ir, gar/car/zar/ ir and ser, dar and ver)
13	Unit Title 2: El Béisbol Dominicano Identify and utilize the correct usage of <i>ser</i> and <i>estar</i> depending on the topic of discussion.	33	Unit Title 4: Perú: Recordando el Pasado, Iluminando el Presente, e Inspirando el Futuro Acquire target language vocabulary and verbs:(Vacation Vocabulary and Preterite ar/er/ir,

			gar/car/zar/ ir and ser, dar and ver)
14	Unit Title 2: El Béisbol Dominicano Express, through appropriate language use, likes, dislikes, loves, pains, things that interest, and things that bore.	34	Unit Title 4: Perú: Recordando el Pasado, Iluminando el Presente, e Inspirando el Futuro Acquire target language vocabulary and verbs:(Vacation Vocabulary and Preterite ar/er/ir, gar/car/zar/ ir and ser, dar and ver)
15	Unit Title 2: El Béisbol Dominicano Acquire target language verbs: Stem Changing Verbs	35	Unit Title 4: Perú: Recordando el Pasado, Iluminando el Presente, e Inspirando el Futuro Poem, readings, Edpuzzle
16	Unit Title 2: El Béisbol Dominicano Watch Pelotero/Compare and contrast their typical day with an adolescent in the Dominican Republic.	36	Unit Title 4: Perú: Recordando el Pasado, Iluminando el Presente, e Inspirando el Futuro “El Ekeko”
17	Unit Title 2: El Béisbol Dominicano Develop an Appreciation for Hispanic holidays: La Navidad	37	Unit Title 4: Perú: Recordando el Pasado, Iluminando el Presente, e Inspirando el Futuro “Advina el Lugar en Perú”, “Travel Agent Speed Friending”, and “The 24 Hour Clock”.
18	Unit Title 2: El Béisbol Dominicano Create a Sports Card	38	Unit Title 4: Perú: Recordando el Pasado, Iluminando el Presente, e Inspirando el Futuro “Our Trip to Peru Project”
19	Unit Title 2: El Béisbol Dominicano Create A League of my Own	39	Unit Title 4: Perú: Recordando el Pasado, Iluminando el Presente, e Inspirando el Futuro “Our Trip to Peru Project”
20	Unit Title 2: El Béisbol Dominicano Participate in a Gallery Walk/Create a Cardboard Glove and play a Baseball Game	40	Unit Title 4: Perú: Recordando el Pasado, Iluminando el Presente, e Inspirando el Futuro “Postcard Project/Chicha Morada/La Marinera Norteña/Pachamama”

Stage 1 Desired Results

Unit Title 1: New Friends, New Adventures, and Me

Unit Summary: Through an exploration of Spanish speaking countries and famous Hispanics , students will gain insight into the Spanish speaking world, its geography, its people, and its culture. While doing so, they will make presentations in front of an audience of their peers about themselves and a Spanish speaking country they would like to travel to and explain why, and an influential Hispanic person. In addition, students will write pen pals in a Spanish speaking country. They will greet and introduce themselves and write a basic get to know you conversation at the novice-mid level. As students progress through their studies, they will strive to communicate at the novice-high 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.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 Countries and Holidays - Countries and holidays are rooted in ones that are easily accessible to students. Opportunity for analysis of countries and holidays of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these countries and holidays as fulcra for target language acquisition that enables comprehension in the target language.

Describing Yourself and Others - Means of describing yourself and others rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of *ser, tener, gustar*, 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):

9.4.8.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:

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.

LGBT: N.J.S.A. 18A:35-4.35

<p>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.</p>	
<p>Unit Essential Questions:</p> <p>Who am I and how can I get to know others in Spanish speaking countries?</p> <p>Which Spanish speaking country appeals most to the person I am today and why?</p> <p>How are my experiences at school similar yet different from my Spanish speaking pen pal?</p> <p>What contributions have Hispanics made in the world?</p>	<p>Unit Enduring Understandings:</p> <p>Knowing myself makes it easier to get to know others.</p> <p>Understanding that school experiences vary between cultures and reflect cultural perspectives.</p> <p>Hispanics have succeeded in the fields of sports, art, science, music, literature, etc.</p>
<p>Students will know: (<i>Content, Noun</i>)</p> <p>Many cultural activities and destinations in the Spanish speaking world</p> <p>Key vocabulary words and memorized phrases that are important for the pen pal letter/email.</p> <p>Expressions of like/dislike gustar <i>gustar + infinitive</i></p> <p>The names and accomplishments of some Hispanics who have made significant contributions to the world</p>	<p>Students will be able to: (<i>Verb Bloom’s Taxonomy</i>)</p> <p>Write a proper penpal letter/email to a penpal in a Spanish speaking country.</p> <p>Greet and introduce themselves and write a basic get to know you conversation at the novice mid level.</p> <p>Conjugate and use the verbs: <i>ser, estar, tener, gustar, the verb ir, ar, er, and ir verbs.</i></p> <p>Describe personal attributes of themselves and others</p> <p>Identify and express personal information (ie, name, age, place of origin, nationality, interests, family life, professions, accomplishments and contributions</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 and contrast their country and others’ countries</p>

<p>Expanded descriptive expressions of people, places and things</p>	<p>Synthesize syntax and vocabulary accurately to produce the target language</p>
<p>Personal identity information</p>	<p>Express opinions (likes and dislikes)</p>
<p>Noun/Adjective agreement</p>	<p>Explore Spanish speaking countries and make a presentation to their peers about themselves and a Spanish speaking country they would like to travel to and why.</p>
<p>Personality characteristics: ordenado/a estudioso/a gracioso/a perezoso/a trabajador/a artístico/a atlético/a tímido/a serio/a simpático/a antipático/a amable sociable inteligente generoso/a</p>	<p>Review days, months, date, numbers 0-100, seasons, weather, emotions, family, house, classes, classroom objects, titles, adjectives, classroom expressions, after school activities, greetings, and leave takings.</p> <p>Identify and locate Spanish-speaking countries and places of interest</p> <p>Express feelings</p>
<p>Definite/indefinite articles</p>	<p>Develop an appreciation for the Hispanic Holiday (El Dia de los Muertos).</p>
<p>Subject Pronouns</p>	<p>Compare and contrast Halloween with Día de los Muertos.</p>
<p>Interrogatives</p>	<p>Differentiate between hispanic, latino, Spanish y latinx.</p>
<p>Conjugate verbs to ask a question</p>	<p>Write the date in Spanish.</p>
<p>Possessive Adjectives</p>	<p>React to art, music, famous Hispanics</p>
<p>Days, months, date, numbers 0-100, seasons, weather, emotions, family, house, classes, classroom objects, titles, adjectives, after school activities, classroom expressions, greetings and leave takings.</p>	<p>Ask and answer questions about places, people, music, and art</p> <p>Recognize classroom expressions</p> <p>Create a poster with the top 10 reasons to learn Spanish (optional Hispanic Heritage Month Poster Contest)</p>
<p>Conjugations of <i>ser, estar, tener, the verb ir, and ar, er, and ir verbs.</i></p>	<p>Know the pitfalls of using Google Translate</p> <p>Identify cognates</p>

<p>Hay</p> <p>alphabet</p> <p>accents</p> <p>Geography of Spanish speaking countries and capitals.</p> <p>Nationalities</p> <p>Expressions of frequency</p> <p>Traditions of El Dia de los Muertos</p> <p>Reasons to learn Spanish</p> <p>Google Translate</p> <p>Cognates</p> <p>Tú Commands</p>	<p>Discuss climate</p>
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Stage 2 Assessment Evidence

Summative Assessments:

Presentation: All About Me and My Spanish Speaking Country SlideShow

Presentation: My Famous Hispanic Person Report

Formative Assessments:

Spanish speaking countries and capital Quiz

Quiz: Book of Life

Pen pal letter/email

Student to Student Guided Conversation activities

Teacher observation

Listening Activities

Cultural Readings

Quiz: verb/grammar/vocabulary/reading/listening

Dialogue/Role-Plays

Writing Prompts

TPR

Exit Pass

Do Now

Reflection

Common Benchmark Assessments:

Presentation: All About Me and My Spanish Speaking Country SlideShow

Alternative Assessments:

Presentation: All About Me and My Spanish Speaking Country SlideShow

Presentation: My Famous Hispanic Person Report

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> (<i>Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],</i>)	<i>Timeframe</i> (<i>Days or Weeks</i>)
7.1.NM.IPRET.1: 7.1.NM.IPRET.2: 7.1.NM.IPRET.3: 7.1.NM.IPERS.1 7.1.NM.IPERS.2	Getting Acquainted Exploring the Spanish Language	<ul style="list-style-type: none">• Identify fun and interesting facts about your teacher through Google Slides and games.• Share interests and facts about myself through Interest Inventories and games.• Review and use vocabulary related to introductions, greetings, expressing feelings, days, months, and numbers from 1-100, and leave takings through do nows, role-plays, and class activities.	<i>1 week</i>

		<ul style="list-style-type: none"> • Write the date using worksheets, Google Forms, Mystery Pictures, task cards, Boom Cards, etc. • Identify classroom expressions and Tú Commands using activities like charades, task cards, TPR, Gimkit, and EdPuzzle. • Demonstrate my previous knowledge of Spanish through pre assessments • Recognize the importance of learning Spanish and develop an appreciation for Hispanic Heritage Month by participating in a poster contest. • Instill the pitfalls of Google Translate with activities like the Google Translate Parody, You Tube, Google Slides, etc. • Identify the many cognates in Spanish through teacher created activities, Google Forms, listening activities, or text. 	
<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</p>	<p>Acquire/Review Target Language Vocabulary and Verbs.</p> <p>Personality characteristics:</p>	<ul style="list-style-type: none"> • Identify key descriptors (adjectives/personality characteristics/emotions/verbs) of the self and others through picture prompts, textbook, and 	<p><i>4 weeks</i></p>

	<p>ordenado/a estudioso/a gracioso/a perezoso/a trabajador/a artístico/a atlético/a tímido/a serio/a simpático/a antipático/a amable sociable inteligente generoso/a</p> <p>Showing Respect</p>	<p>conversations.</p> <ul style="list-style-type: none"> ● Describe the self and others utilizing target language vocabulary verbs, and noun adjective agreement. ● Comprehend texts containing descriptions and actions of others. ● Share with each other things they like and dislike in a dialogue. ● Construct, ask and answer questions. ● Create representations of the self and others utilizing target vocabulary, verbs, and noun adjective agreement. ● Address people with appropriate titles of respect through guided oral activities and speaking prompts. ● Identify and pronounce the letters that comprise the Spanish alphabet through repetition, listening activities, spelling one's name, and dictation. ● Identify reasons that accents are important, what they mean and how to write them. 	
<p>7.1.NM.IPRET.1: 7.1.NM.IPRET.3: 7.1.NM.IPRET.4:</p>	<p>Write a penpal letter/email to a penpal in a</p>	<ul style="list-style-type: none"> ● Create representations of the self and others utilizing target 	<p><i>1 week</i></p>

<p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.1: 7.1.NM.PRSNT.4:</p> <p>WHST.6-8.4.</p>	<p>Spanish speaking country.</p> <p>Develop an appreciation for the Hispanic Holiday (El Dia de los Muertos).</p>	<p>vocabulary, verbs, and noun adjective agreement.</p> <ul style="list-style-type: none"> ● Create a proper letter/email using etiquette, greetings, leave takings, and key phrases. ● Compare and contrast my school day with the school day of my Spanish speaking pen pal. ● View a culturally related Day of the Dead movie and complete comprehension activities. ● Design a Day of the Dead cultural product. 	
<p>7.1.NM.IPRET.1: 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: 7.1.NM.PRSNT.5: 9.4.8.GCA.1: 9.4.8.TL.3: WHST.6-8.4. WHST.6-8.9 RST.6-8.2. 8.1.8.IC.2:</p> <p>LGBT: N.J.S.A. 18A:35-4.35</p>	<p>Differentiate between Hispanic, Latino, Spanish y Latinx.</p> <p>Know the names and accomplishments of some Hispanics who have made significant contributions to the world.</p>	<ul style="list-style-type: none"> ● Create a representation of a famous Hispanic utilizing target vocabulary, verbs and noun adjective agreement. ● Research famous Hispanics through educational videos and readings. ● View a culturally related video or reading regarding Spanish, Hispanic, Latino, and Latinx and complete comprehension activities. 	<p><i>1 week</i></p>

<p>7.1.NM.IPRET.1: 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.6:</p> <p>7.1.NM.PRSNT.1: 7.1.NM.PRSNT.3: 7.1.NM.PRSNT.4: 7.1.NM.PRSNT.5:</p> <p>9.4.8.GCA.1: 9.4.8.TL.3:</p> <p>WHST.6-8.4. WHST.6-8.9</p> <p>RST.6-8.2.</p> <p>8.1.8.IC.2:</p>	<p>Exploring the Spanish speaking World</p> <p>Discussing Nationality</p>	<ul style="list-style-type: none"> ● Create representations of myself and a country that I want to travel to utilizing target vocabulary, verbs, climate, and noun adjective agreement and explain why. ● Research Spanish speaking countries through educational videos and readings. ● Recognize the countries that comprise the Spanish Speaking World through education videos, readings, map creations, and songs. ● Identify and use vocabulary related to nationality and origin through readings, writing activities, and guided conversations. ● Express opinions (likes and dislikes) ● Compare and contrast the USA with a Spanish speaking country. 	<p>3 weeks</p>

<p align="center">Core Instructional & Supplemental Materials (including various levels of texts)</p>	
<p align="center"><i>Texts</i></p>	<p align="center"><i>Notes</i></p>
<p>Access to level libraries diverse titles and representation</p>	

Textbook, Workbook, Videos: <i>Avancemos</i>	
Audio recordings of target language: Avancemos, TPT	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Quizizz, Padlet, Rockalingua, Google Classroom, Google Slides, Edpuzzle, Google Forms, Jam Board, Epals, Goose Chase, Flipgrid, Boom Cards, Duolingo, laptop, and Seesaw	
Leveled texts for students: TPT, Garbanzo and Newsela	
You Tube: Authentic Videos	
Teacher made resources and activities	
Movies: The Book of Life/Coco	
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
- Use of assisted technology
- 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
- Classroom library
- Take out a piece of the puzzle (What is missing?)
- Choice Boards
- Anchor activities

- **Grouping with other Gifted & Talented students**

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: El Béisbol Dominicano

Through an exploration of Dominican baseball and Dominican baseball players, students will gain insight into the Spanish speaking world of baseball and its culture. While doing so, they will make a presentation in front of an audience of their peers about a new Dominican baseball team they have created, complete with uniforms. Students will research a famous Dominican baseball player and create a baseball card for their player. Then students will interview each other about their famous Dominican baseball players. In addition, students will compare and contrast their lives with teens in the Dominican Republic. As students progress through their studies, they will strive to

communicate at the novice-high 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.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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.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.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

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

Describing Yourself and Others - Means of describing yourself and others rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of *ser* and *estar* 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:

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.

Climate Change: 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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:

How has the Dominican Republic affected baseball?

How is my typical day similar and

Unit Enduring Understandings:

Sports can unite people and transcend borders.

<p>different to adolescents in the Dominican Republic?</p>	<p>Learning a different culture leads to greater understanding of one's own culture.</p>
<p>Students will know: (<i>Content, Noun</i>)</p> <p>Key vocabulary words and memorized phrases that are important for reading, listening, creating and discussing sports cards, baseball and baseball leagues.</p> <p>Vocabulario:</p> <ul style="list-style-type: none"> guante cartón bateo pelotero equipo uniforme lanzador jardinero receptor/cácher bateador platillo primera base segunda base tercera base jugador peso edad estatura deporte campo corto liga béisbol partido campo suerte premio pelota juntos mundo jonrón campeones aficionado estadio cancha balón casco bate batear entrada a la derecha a la izquierda 	<p>Students will be able to: (<i>Verb Bloom's Taxonomy</i>)</p> <p>Conjugate and use gustar like verbs.</p> <p>Conjugate all stem changing verbs.</p> <p>Differentiate between ser and estar.</p> <p>Describe personal attributes of others</p> <p>Identify and express personal information (ie, name, age, place of origin, nationality, interests, family life, professions, accomplishments and contributions</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 and contrast their typical day with an adolescent in the Dominican Republic.</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p> <p>Express opinions (likes and dislikes)</p> <p>Research a famous Hispanic athlete of your choice and create a sports card about the player. Speed interview classmates about their players and report the findings.</p> <p>Locate the origin of your player on a map and pin your sports card there.</p> <p>Create your own Dominican Baseball League including uniforms, team name and logo, stadium, snack bar food, souvenirs, player</p>

<p> raqueta red canasta gol marcar un tanto ganar lanzar tirar encestar básquetbol/baloncesto fútbol tenis fútbol americano piscina reglas patines en línea hockey voleibol portero driblar pasar atrapar bloquear patear parar tablero indicador </p> <p> Cultural things about the Dominican Republic as well as many Dominican baseball players and how the DR has affected baseball. </p> <p> Body vocabulary </p> <p> Gustar like verbs: a mi, a ti, ... <i>gustar</i> <i>doler</i> <i>interesar</i> <i>aburrir</i> <i>encantar</i> </p> <p> Stem Changing Verbs: e-ie, o/u-ue, e-i </p> <p> The names and accomplishments of some </p>	<p> selection, walk on songs, climate, etc. while staying on a budget. New leagues will be presented in a Gallery Walk. </p> <p> Review characteristics, definite and indefinite articles, hay, interrogatives, possessive adjectives, nationalities, noun/adjective agreement, adjectives, weather, seasons, colors, clothes, days, months, family, food and drinks. </p> <p> Reinforcement of present tense regular ar/er/ir verbs and irregular verbs to be, to go, to have. </p> <p> Develop an appreciation for Hispanic Holidays (La Navidad y El Año Nuevo). </p> <p> Count and use numbers 100-1,000,000 in the target language. </p> <p> Count and use ordinal numbers. </p> <p> Use numbers to express salaries, scores, age, time, etc. </p> <p> React to famous Hispanic athletes, newly created baseball leagues, and music. </p> <p> Ask and answer questions about people and places. </p> <p> Express climate </p> <p> Utilize Direct Object Pronouns </p> <p> Identify and locate body parts. </p> <p> Presentational: Show and Tell </p> <p> Make a cardboard glove and play a baseball game. </p> <p> Discuss the different locations and equipment each sport uses. </p> <p> Use the body vocabulary in addition to doler in order to talk about what is hurting you. </p> <p> Indicate the future using “ir a infinitive”. </p>
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<p>Hispanic athletes who have made significant contributions to the world</p> <p>Expanded descriptive expressions of people, places and things</p> <p>Personal identity information</p> <p>Present tense ar/er/ir verbs and irregular verbs: ser, estar, tener, and ir</p> <p>Characteristics, definite and indefinite articles, hay, interrogatives, possessive adjectives, nationalities, noun/adjective agreement, adjectives, weather, seasons, colors, clothes, days, months, family, food and drinks</p> <p><i>ser vs. estar</i></p> <p><i>Ir a infinitive</i></p> <p>Numbers 100 - 1,000,000</p> <p>Ordinal Numbers</p> <p>Traditions of la Navidad and El Año Nuevo</p> <p>Direct Object Pronouns</p> <p>How to give and receive information from other students in the target language</p>	<p>Express what one is going to do.</p>
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Stage 2 Assessment Evidence

Summative Assessments:

Presentation: (Gallery Walk) “New Dominican Baseball Team Project” (Interpretive, Interpersonal, and Presentational)

Presentation: Sports Card Project

Formative Assessments:

Quiz: Pelotero

Quiz: El Cuerpo

Ser and Estar mini project

Choice Board: La Navidad y El Año Nuevo

Student to Student Guided Conversation activities

Teacher observation

Listening Activities

Cultural Readings

Quiz: verb/grammar/vocabulary/reading/listening

Dialogue/Role-Plays

Writing Prompts

TPR

Exit Pass

Do Now

Reflection

Common Benchmark Assessments:

Presentation: (Gallery Walk) “New Dominican Baseball Team Project” (Interpretive, Interpersonal, and Presentational)

Alternative Assessments:

Presentation: Sports Card Project

Presentation: (Gallery Walk) “New Dominican Baseball Team Project” (Interpretive, Interpersonal, and Presentational)

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation (Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe (Days or Weeks)</i>
7.1.NM.IPRET.1: 7.1.NM.IPRET.2: 7.1.NM.IPRET.3:	Acquire/Review Target Language	<ul style="list-style-type: none"> ● Identify key vocabulary words (body/ordinal numbers/ numbers 	5 weeks

<p>7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.4 7.1.NH.PRSNT.3:</p>	<p>Vocabulary and Verbs.</p> <p>Sports:</p> <p>guante cartón bateo pelotero equipo uniforme lanzador jardinero receptor/cácher bateador platillo primera base segunda base tercera base jugador peso edad estatura deporte campo corto liga béisbol partido campo suerte premio pelota juntos mundo jornón campeones aficionado estadio cancha balón casco bate batear entrada a la derecha a la izquierda raqueta red canasta gol marcar un tanto ganar lanzar tirar encestar básquetbol/baloncesto fútbol tenis fútbol americano piscina reglas patines en línea hockey voleibol portero driblar</p>	<p>100-1,000,000/sports/verbs) through picture prompts, textbook, and conversations.</p> <ul style="list-style-type: none"> ● Describe others, things, and places utilizing target language vocabulary verbs and noun adjective agreement. ● Comprehend texts containing descriptions and actions of others. ● Share with each other things they like and dislike, that they love, that interest them, that bore them, and that hurt them in a dialogue. ● Construct, ask and answer questions. ● Create representations of others, things, and places utilizing target vocabulary, verbs, and noun adjective agreement. ● Differentiate between ser and estar. ● Discuss the different locations and equipment each sport uses. ● Create a Show and Tell presentation
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	<p>pasar atrapar bloquear patear parar tablero indicador</p> <p>Identify and utilize the correct usage of <i>ser</i> and <i>estar</i> depending on the topic of discussion.</p>		
<p>7.1.NM.IPRET.1: 7.1.NM.IPRET.3: 7.1.NM.IPRET.4: 7.1.NM.IPERS.1 WHST.6-8.4.</p>	<p>Watch Pelotero/Compare and contrast their typical day with an adolescent in the Dominican Republic.</p>	<ul style="list-style-type: none"> ● View a culturally related Dominican baseball movie and complete comprehension activities. ● Compare and contrast my typical day with an adolescent in the Dominican Republic. 	<i>1 week</i>
<p>7.1.NM.IPRET.1: 7.1.NM.IPRET.3: 7.1.NM.IPRET.4: 7.1.NM.PRSNT.3: WHST.6-8.4.</p>	<p>Develop an appreciation for Hispanic Holidays (La Navidad y El Año Nuevo).</p>	<ul style="list-style-type: none"> ● Complete “La Navidad y El Año Nuevo” Choice Board. (includes holiday traditions, music, and games, etc.) ● Indicate the future using “ir a infinitive”. 	<i>1 week</i>

<p>RST.6-8.2.</p> <p>9.4.8.GCA.1:</p>		<ul style="list-style-type: none"> ● Express what one is going to do. 	
<p>7.1.NM.IPRET.1: 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: 7.1.NM.PRSNT.5:</p> <p>9.4.8.GCA.1: 9.4.8.TL.3:</p> <p>WHST.6-8.4. WHST.6-8.9</p> <p>RST.6-8.2.</p> <p>8.1.8.IC.2:</p>	<p>Exploring the Spanish speaking World: Create a Sports Card</p> <p>Know the names and accomplishments of some Hispanic athletes who have made significant contributions to the world.</p>	<ul style="list-style-type: none"> ● Create a representation of a famous Hispanic athlete utilizing target vocabulary, verbs and noun adjective agreement. Conduct speed interviews about classmates players and report the findings. Locate the origin of my player on a map and pin my sports card there. ● Research famous Hispanic athletes through educational videos and readings. 	<p><i>1 week</i></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.IPRET.5:</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.6</p> <p>7.1.NM.PRSNT.1: 7.1.NM.PRSNT.3: 7.1.NM.PRSNT.4:</p>	<p>Create A League of my Own</p> <p>Gallery Walk</p> <p>Cardboard Glove/ Baseball Game</p>	<ul style="list-style-type: none"> ● Create my own Dominican baseball league utilizing target vocabulary, verbs, climate, and noun adjective agreement and present it through a Gallery Walk. ● Research Dominican cities, Dominican baseball players, Dominican food, Dominican crafts, Dominican music, Dominican climate, Dominican income, etc. through educational videos and readings. 	<p><i>2 weeks</i></p>

7.1.NM.PRSNT.5: WHST.6-8.4. WHST.6-8.9 9.4.8.GCA.1: 9.4.8.TL.3: RST.6-8.2. 8.1.8.IC.2:		<ul style="list-style-type: none"> View a video on how to construct a cardboard baseball glove and create my own cardboard baseball glove. Play a baseball game with cardboard baseball gloves. 	
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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: <i>Avancemos</i> , TPT	
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, and Seesaw	
Leveled texts for students: TPT, Garbanzo and Newsela	
You Tube: Authentic Videos	
Teacher made resources and activities	
Movie: Pelotero	
Graphic Organizers	
Cultural and Structural Videos	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
<p>Specific Strategies and Practices that Support Students with Disabilities: <i>Specific examples applied to the unit</i></p> <ul style="list-style-type: none"> Use of visual and multisensory formats Use of assisted technology 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**
- **Classroom library**
- **Choice Boards**
- **Anchor activities**
- **Grouping with other Gifted & Talented students**

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: La Esperanza de la Educación

Through an exploration of different countries and their cultures, students will compare and contrast their daily routines with a student in a Spanish speaking country. Students will gain insight into why all children can't go to school. Students will do research to discover ways to help children that can't go to school and then they will create a Service Learning Project to benefit some of these children. Students will present and discuss their Service Learning Projects to their classmates via a Gallery Walk. In conclusion, the class will vote on their favorite Service Learning Project. As students progress through their studies, they will strive to communicate at the novice-high 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.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.**
- 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.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.**

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

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

Describing Yourself and Others - Means of describing yourself and others rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of *reflexive 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):

9.4.8.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:

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

Climate Change: 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Unit Essential Questions:

Why can't all children go to school?

How is my daily routine similar yet different from students in Spanish speaking countries?

Unit Enduring Understandings:

Education has the power to transform the world.

Understanding that daily routines vary between cultures and reflect cultural perspectives.

Students will know: (*Content, Noun*)

Key vocabulary words and memorized phrases that are important for reading, listening, creating and discussing school and daily routines.

Vocabulario:

Personal Hygiene:

el cepillo
el peine
el champú
el jabón
el cepillo de dientes
la pasta de dientes
la toalla
el secador de pelo
la navaja
la crema de afeitar
el maquillaje

Expressions of Frequency:

siempre
mucho
cada + time
a diario
frecuentemente
normalmente
a veces
nunca

Tener que Infinitive

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

Conjugate and use regular and stem changing reflexive verbs.

Conjugate and use Irregular Yo Form Verbs.

Talk about your daily routine.

Sequence activities from a daily routine.

Compare and contrast their daily routine with the routine of an adolescent from the country where the target language is spoken

Create a slide to list your daily routine activities using present tense reflexive verbs and what items you use from morning to night.

Recall how to tell time in Spanish.

Identify and use personal hygiene items.

Utilize expressions of frequency.

Illustrate, conjugate, and use tener que infinitive and tener expressions.

<p>Tener expressions</p> <p>Reflexive verbs: despertarse (e-ie) acostarse (o-ue) levantarse afeitarse bañarse cepillarse dormirse (o-ue) ducharse lavarse maquillarse ponerse (la ropa) peinarse secarse vestirse (e-i) divertirse (e-ie) sentirse (e-ie) sentarse (e-ie)</p> <p>Irregular Yo Verbs: dar ver tener (e-ie) venir (e-ie) hacer poner traer salir decir</p> <p>saber vs conocer</p> <p>Hurricane Maria</p>	<p>Use tener expressions to state feelings of hunger, age, thirst, etc.</p> <p>Discuss what one has to do.</p> <p>Differentiate between saber and conocer.</p> <p>Talk about people you know and what you know.</p> <p>Use Personal A.</p> <p>Retell a story in the Target Language: Sr. Indiferente</p> <p>Explain how climate change impacts daily weather trends</p>
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Present tense ar/er/ir verbs and irregular verbs: ser, estar, tener, ser vs estar, hay, verbs that function like gustar, noun/adjective agreement, possessive adjectives, and ir

Ordinal numbers, definite and indefinite articles, telling time, body, places in school and around town, sports, house, food and drinks, family, clothes, colors, adjectives, interrogatives, days, months, weather, and classes.

How to give and receive information from other students in the target language

The current state of education in the world.

The reasons why all the children in the world cannot go to school.

Examples of initiatives to support schools.

How to create a service learning project to help a school

through readings.

Utilize the target language in both writing and speaking

Comprehend the target language in both reading and listening

Read to interpret culturally authentic text to infer meaning.

Synthesize syntax and vocabulary accurately to produce the target language

Structure:Reinforcement of verbs in the present tense ar/er/ir and irregulars to be, to go, stem changers, to have, ser vs. estar, hay, verbs that function like gustar, noun/adjective agreement, and possessive adjectives.

Ask and answer questions about people and places.

Explain challenges that students with disabilities face at school.

Create your own Service Learning Project to help children who can't go to school. New Service learning projects will be presented in a Gallery Walk. The class will vote on their favorite project.

Express opinions (likes and dislikes)

Discuss difficulties that students around the world have in obtaining an education.

Exchange opinions about education and the important personal role it plays and the role it plays in society.

Have conversations about schools in other countries.

(Speaking and Writing) Compare and contrast my country with another.

(Speaking and Writing) Give my opinions about education, ideas for improving education, the importance of education to me and to the world.

	<p>(Listening) Understand details from videos and songs that present information about education.</p> <p>(Reading and Listening) Understand others' opinions about education.</p> <p>(Reading) Understand articles that present information about education.</p> <p>Reinforcement of ordinal numbers, definite and indefinite articles, telling time, body, places in school and around town, sports, house, food and drinks, family, clothes, colors, adjectives, interrogatives, days, months, weather, and classes.</p>
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Stage 2 Assessment Evidence

Summative Assessments:
Presentation: (Gallery Walk) “Service Learning Project” (Interpretive, Interpersonal, and Presentational)
Project: Mi Rutina Diaria

Formative Assessments:
Quiz: saber and conocer
Quiz: Stem Changing Verb Quiz
Tener Expression mini project
Movie Talk: Señor Indiferente
Seesaw: Living on a Dollar a Day
Movie: Most Dangerous Ways to Go to School
Student to Student Guided Conversation activities
Teacher observation
Listening Activities
Cultural Readings
Quiz: verb/grammar/vocabulary/reading/listening
Dialogue/Role-Plays
Writing Prompts
TPR

Exit Pass
Do Now
Reflection

Common Benchmark Assessments:

Presentation: (Gallery Walk) “Service Learning Project” (Interpretive, Interpersonal, and Presentational)

Alternative Assessments:

Presentation: (Gallery Walk) “Service Learning Project” (Interpretive, Interpersonal, and Presentational)

Presentation: Mi Rutina Diaria

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
7.1.NM.IPRET.1: 7.1.NM.IPRET.2: 7.1.NM.IPRET.3:	Acquire Target Language Vocabulary and Verbs: “Tener Expressions and Tenser que Infinitive.”	Illustrate, conjugate, and use tener que infinitive and tener expressions. Use tener expressions to state feelings of hunger, age, thirst, etc. Discuss what one has to do.	<i>1 week</i>

7.1.NM.IPRET.1: 7.1.NM.IPRET.3: 7.1.NM.IPRET.4: 7.1.NM.IPERS.3: 7.1.NM.PRSNT.4: 7.1.NM.PRSNT.5: 7.1.NH.PRSNT.3: N.J.S.A. 18A:35-4.35	Report on the content of a Movie Talk Know the name and accomplishments of an Afrolatino athlete who has made significant contributions to the world in honor of Black History Month.	Acquire Target Language Vocabulary and Verbs Retell a story in the Target Language: Sr. Indiferente Sequence events. Evaluate key details to identify characters. Predict and discuss a movie short. Demonstrate understanding of the movie talk. Research a famous Afrolatino athlete through educational videos and readings. Comprehend a detailed informational text or video.	<i>1 week</i>
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<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.4</p> <p>7.1.NH.PRSNT.3:</p>	<p>Acquire Target Language Vocabulary and Verbs.</p> <p>Personal Hygiene:</p> <p>el cepillo el peine el champú el jabón el cepillo de dientes la pasta de dientes la toalla el secador de pelo la navaja la crema de afeitarse el maquillaje</p> <p>Expressions of Frequency:</p> <p>siempre mucho cada + time a diario frecuentemente normalmente a veces nunca</p> <p>Reflexive verbs: despertarse (e-ie) acostarse (o-ue) levantarse afeitarse bañarse cepillarse dormirse (o-ue) ducharse lavarse maquillarse ponerse (la ropa) peinarse secarse vestirse (e-i) divertirse (e-ie)</p>	<p>Identify key vocabulary words (personal hygiene items and expressions of frequency) through picture prompts, textbook, and conversations.</p> <p>Describe my Daily Routine utilizing target language vocabulary, verbs, and noun adjective agreement.</p> <p>Comprehend texts containing descriptions and actions of others.</p> <p>Construct, ask, and answer questions.</p> <p>Create representations of my Daily Routine utilizing target vocabulary, verbs, and noun adjective agreement.</p> <p>Differentiate between saber and conocer.</p> <p>Talk about people you know and what you know.</p> <p>Use Personal A.</p> <p>Conjugate and use regular and stem changing reflexive verbs.</p> <p>Conjugate and use Irregular Yo Form Verbs.</p> <p>Talk about your daily routine.</p> <p>Sequence activities from a daily routine.</p> <p>Compare and contrast their daily routine with the routine of an adolescent from the country where the target language is spoken</p> <p>Create a slide to list your daily routine activities using present tense reflexive verbs and what items you use from morning to</p>	<p><i>3 weeks</i></p>
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	<p>sentirse (e-ie) sentarse (e-ie)</p> <p>Irregular Yo Verbs: dar ver tener (e-ie) venir (e-ie) hacer poner traer salir decir</p> <p>Identify and utilize the correct usage of <i>saber and conocer</i> depending on the topic of discussion.</p>	<p>night.</p> <p>Recall how to tell time in Spanish.</p> <p>Identify and use personal hygiene items.</p> <p>Utilize expressions of frequency.</p>	
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<p>7.1.NM.IPRET.1: 7.1.NM.IPRET.3: 7.1.NM.IPRET.4: 7.1.NM.IPERS.1</p>	<p>Know reasons why all the children in the world cannot go to school.</p>	<p>Explain how climate change impacts daily weather trends through readings.</p> <p>Utilize the target language in both writing and speaking</p>	<p><i>3 weeks</i></p>
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<p>WHST.6-8.4.</p> <p>Disabilities: N.J.S.A. 18A:35-4.35</p> <p>Climate Change: 7.1.NM.IPRET.5:</p> <p>RST.6-8.2</p>	<p>Watch Living on a Dollar a Day and The Most Dangerous Ways to go to School.</p>	<p>Comprehend the target language in both reading and listening</p> <p>Read to interpret culturally authentic text to infer meaning.</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p> <p>Ask and answer questions about people and places.</p> <p>Explain challenges that students with disabilities face at school.</p> <p>Discuss difficulties that students around the world have in obtaining an education.</p> <p>Exchange opinions about education and the important personal role it plays and the role it plays in society.</p> <p>Have conversations about schools in other countries.</p> <p>(Speaking and Writing) Compare and contrast my country with another.</p> <p>(Speaking and Writing) Give my opinions about education, ideas for improving education, the importance of education to me and to the world.</p> <p>(Listening) Understand details from videos and songs that present information about education.</p> <p>(Reading and Listening) Understand others' opinions about education.</p> <p>(Reading) Understand articles that present</p>
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		<p>information about education.</p> <p>View culturally related movies about the difficulties of going to school around the world and complete comprehension activities.</p> <p>Compare and contrast going to school in my country with a country from the Target Language.</p>	
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<p>7.1.NM.IPRET.1: 7.1.NM.IPRET.2: 7.1.NM.IPRET.3: 7.1.NM.IPRET.4: 7.1.NM.IPRET.5:</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.6</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. WHST.6-8.9</p> <p>9.4.8.GCA.1: 9.4.8.TL.3:</p> <p>RST.6-8.2.</p> <p>8.1.8.IC.2:</p>	<p>Create A Service Learning Project</p> <p>Participate in a Gallery Walk</p> <p>Vote</p>	<p>Create my own Service Learning Project to help children who can't go to school utilizing target vocabulary, verbs, and noun adjective agreement and present it through a Gallery Walk. The class will vote on their favorite project.</p> <p>Share with each other things they like and dislike, that they love, that interest them, and that bore them in a dialogue.</p>	<p><i>2 weeks</i></p>
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(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	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Quizizz, Padlet, Rockalingua, Google Classroom, Edpuzzle, Google Forms, Jam Board, Goose Chase, Epals, Flipgrid, Boom Cards, Tedtalk, Duolingo, laptop, and Seesaw	
Leveled texts for students: TPT, Garbanzo and Newsela	
You Tube: Authentic Videos and Songs	
Teacher made resources and activities	
Movie: Most Dangerous Ways to Go to School/Living on a Dollar a Day	
Graphic Organizers	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
<p>Specific Strategies and Practices that Support Students with Disabilities: <i>Specific examples applied to the unit</i></p> <ul style="list-style-type: none"> ● Use of visual and multisensory formats ● Use of assisted technology ● Use of prompts ● Modification of content and student products ● Testing accommodations ● Authentic assessments ● Use of Graphic Organizers ● Preferential Seating <p>Specific Strategies and Practices that Support Gifted & Talented Students: <i>Specific examples applied to the unit</i></p> <ul style="list-style-type: none"> ● 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

- Classroom library
- Choice Boards
- Anchor activities
- Grouping with other Gifted & Talented students

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: Perú: Recordando el Pasado, Iluminando el Presente, e Inspirando el Futuro

Through an exploration of Peru and its culture, students will gain insight into how travel affects our understanding of the world. While doing so, students will learn about the 18th century indigenous legend of the Ekeko and how the legend lives on today. They will create their own Ekeko. Students will research a famous Peruvian site or a cultural item and play a guessing game. Then they will role play a travel agent and a customer and interview each other about places to go and things to experience in Peru. They will make a presentation in front of an audience of their peers about a Peruvian trip they have planned and budgeted. Next, students will write a postcard about their trip to Peru. In conclusion, students will make and experience the Pre-Incan tradition of Chicha Morada and they will learn the Zamacueca tradition of the Marinera Norteña dance. Our class, Peruvians, and people around the world will be keeping old traditions alive. Tradition and modernity will coexist. As students progress through their studies, they will strive to communicate at the novice-high level.

Unit Learning Targets

NJSLS Standards:

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

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.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. •

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

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.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

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

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

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 Cultural Activities and Climate Change - Cultural activities and climate change are rooted in ones that are easily accessible to students. Opportunity for analysis of the cultural activities and climate change of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these cultural activities and climate change as fulcra for target language acquisition that enables comprehension in the target language.

Describing Yourself and Others - Means of describing yourself and others rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of *the Preterite 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):

9.4.8.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:

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.

Climate Change:

7.1.NH. IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

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

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

Unit Essential Questions:

How does travel affect our understanding of the world?

What are some popular destinations and popular activities to do while on vacation in Peru?

Unit Enduring Understandings:

Travel enhances our lives.

One can learn about another culture and language and understand its beliefs and customs through traveling there.

Students will know: (*Content, Noun*)

Cultural things about Peru including... vacation activities, dance, music, animals, weather, seasons, geography, Quechua, legends, crafts, food, and drink; as well as, how to plan a trip.

Challenges faced by the

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

Reinforcement of possessive adjectives, all regular and irregular verbs in the present tense, tener expressions, ir a infinitive, noun/adjective agreement, and possessive adjectives.

Conjugate and use regular and irregular Preterite verbs: (ar/er/ir/gar car zar/ir ser/dar ver).

<p>handicapped while traveling</p> <p>Influence of Asian culture</p> <p>How to give and receive information from other students in the target language</p> <p>Key vocabulary words, memorized phrases, and verbs that are important for reading, listening, creating and discussing Peru and travel.</p> <p><u>Vocabulario:</u> Travel planning, travel items, airport, vacation and cultural activities, transportation, lodging, souvenirs, expressions (Que and adj.), transition words, and words describing the past</p> <p>Clothing, colors, weather, adjectives, family, interrogatives, seasons, activities, numbers, and hygiene items</p> <p>How to describe past events</p> <p>How to write a postcard</p> <p>How to tell time using a 24 hour clock</p> <p>Impact of Climate Change</p> <p>How to budget and make a travel plan</p> <p>possessive adjectives, all regular and irregular verbs in the</p>	<p>Write a travel postcard about your trip to Peru using the past tense. (Preterite)</p> <p>Describe a past vacation using vacation activities, cultural activities, airport, resort, transportation, gift, and souvenir vocabulary.</p> <p>Tell what you and others did in the past.</p> <p>Tell time using the 24 hour clock.</p> <p>Discuss cultural differences regarding time.</p> <p>Develop an appreciation for Hispanic food.</p> <p>Make and try the traditional Peruvian drink Chicha Morada (diets permitting).</p> <p>Have conversations, make requests and express preferences with classmates acting as travel agents to discuss vacation activities in Peru. Travel agents will make recommendations for Peruvian travel. (Speed Friending).</p> <p>Ask and answer questions about people and places.</p> <p>Dance a traditional Peruvian dance. (Marinera Norteña)</p> <p>Use numbers for dates, prices, and schedules.</p> <p>Comprehend the target language in both reading and listening.</p> <p>Read to interpret culturally authentic text to infer meaning.</p> <p>Utilize the target language in both writing and speaking.</p> <p>Describing people, places, and things.</p> <p>Write a short message.</p> <p>(Listening) Understand details from videos and poems that present information about Peru.</p> <p>Synthesize syntax and vocabulary accurately to produce the target language.</p>
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present tense, tener expressions, ir a infinitive, noun/adjective agreement, and possessive adjectives.

Pachamama

Research cultural sites, foods, animals and crafts. Write sentences about findings. Read their sentences to the class and students guess which picture they are describing.

Express opinions (needs, likes and dislikes).

(Speaking and Writing)

Create and design your own Ekeko and describe it in the TL.

Speculate about a past event.

Research travel to Peru from lodging, transportation, food, souvenirs, money, and vacation activities and plan and budget a trip to Peru. Make slides discussing your self planned trip to Peru and present them in a gallery walk. Then ask classmates about their trip.

Explain challenges that students with disabilities face while traveling.

Discuss travel preparations and how to get around.

Describe summer and winter weather.

Discuss the national dish of Peru and influences and traditions of Peruvian food.

Ask others what they did or didn't do in the past.

Tell seasonal changes and weather patterns in the countries of the target language.

Discuss vacation activities.

(Speaking and Writing) Compare and contrast cultural activities that are popular in the cities of the target language with the activities of your own country.

(Speaking and Writing) Compare and contrast the impact of climate change in the TL region with the impact of climate change in the USA.

Retell a story in the Target Language: Abuela Grillo.

	<p>Acquire Target Language Vocabulary and Verbs</p> <p>Sequence events.</p> <p>Evaluate key details to identify characters.</p> <p>Predict and discuss a movie short.</p> <p>Demonstrate understanding of the movie talk.</p> <p>Explain how climate change impacts daily weather trends through a Movie Talk.</p> <p>Locate the country of the target language on a map and identify some key geographical features and attractions.</p> <p>Discuss cultural events.</p> <p>Restate in the target language descriptions and daily activities from readings.</p> <p>Listen to Peruvian music.</p> <p>Reinforcement of activities, clothing, colors, adjectives, family, interrogatives, seasons, weather, numbers and hygiene items.</p> <p>Utilize expressions with Que and adjective, transition words, and words describing the past.</p> <p>Watch the movie: Pachamama and discuss.</p>
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Stage 2 Assessment Evidence

**Summative Assessments: Presentation: “Our Trip to Peru” (Interpretive, Interpersonal, and Presentational)
“The Postcard Project”**

**Formative Assessments:
Travel Agent Speed Friending
El Ekeko**

Abuela Grillo
Advina el Lugar en Perú
Cultural Research
Student to Student Guided Conversation activities
Teacher observation
Listening Activities
Cultural Readings
Quiz: verb/grammar/vocabulary/reading/listening
Dialogue/Role-Plays
Writing Prompts
TPR
Exit Pass
Do Now
Reflection

Common Benchmark Assessments:
“Our Trip to Peru” (Interpretive, Interpersonal, and Presentational)

Alternative Assessments:
“Our Trip to Peru” (Interpretive, Interpersonal, and Presentational)
“The Postcard Project”

Stage 3 Learning Plan			
<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
7.1.NH.IPRET.1: 7.1.NH.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NH.IPRET.6	Report on the content of a Movie Talk	Acquire Target Language Vocabulary and Verbs Retell a story in the Target Language: Abuela Grillo	1 week

<p>7.1.NH.IPRET.8</p> <p>7.1.NH.IPERS.1</p> <p>7.1.NH.IPERS.2</p> <p>7.1.NH.IPERS.6</p> <p>7.1.NH.PRSNT.1</p> <p>7.1.NH.PRSNT.2</p> <p>7.1.NH.PRSNT.3</p> <p>7.1.NH.PRSNT.4</p> <p>7.1.NH.PRSNT.5</p> <p>7.1.NH.PRSNT.6</p> <p>RST.6-8.2</p>	<p>Know how climate change impacts the world.</p>	<p>Sequence events</p> <p>Evaluate key details to identify characters.</p> <p>Predict and discuss a movie short.</p> <p>Demonstrate understanding of the movie talk.</p> <p>Explain how climate change impacts daily weather trends through a Movie Talk.</p> <p>Comprehend the target language in both reading and listening</p> <p>Read to interpret culturally authentic text to infer meaning.</p> <p>(Reading)Understand articles that present information about climate change.</p> <p>Compare and contrast the impact of climate change in the TL region with the impact of climate change in the USA.</p>	
<p>7.1.NH.IPRET.1</p> <p>7.1.NM.IPRET.3</p> <p>7.1.NH.IPERS.1</p> <p>7.1.NH.IPERS.2</p>	<p>Acquire Target Language Vocabulary and Verbs: Vacation vocabulary and Preterite ar/er/ir, gar car zar, ir/ser and dar/ver.</p>	<p>Identify key vocabulary words (vacation) through picture prompts, textbook, and conversations.</p> <p>Comprehend texts containing descriptions and actions of others.</p> <p>Construct, ask and answer questions.</p> <p>Ask others what they did or didn't do in the past.</p>	<p><i>3 weeks</i></p>

<p>7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NM.IPRET.4 7.1.NH.IPRET.6</p> <p>7.1.NH.IPERS.1</p> <p>7.1.NM.PRSNT.3</p> <p>Disabilities: N.J.S.A. 18A:35-4.35</p> <p>RST.6-8.2</p>	<p>Know some vacation activities in Peru.</p> <p>Know the importance of equality.</p> <p>Develop an appreciation for Peruvian music.</p> <p>Know travel challenges that handicapped people face.</p>	<p>Locate the country of the target language on a map and identify some key geographical features and attractions.</p> <p>Comprehend texts containing descriptions and actions of others.</p> <p>Restate in the target language descriptions and daily activities from readings.</p> <p>Listen to Peruvian music.</p> <p>Explain challenges that students with disabilities face while traveling.</p> <p>(Listening) Understand details from videos and poems that present information about Peru.</p> <p>Synthesize syntax and vocabulary accurately to produce the target language.</p> <p>Comprehend the target language in both reading and listening.</p> <p>Read to interpret culturally authentic text to infer meaning.</p> <p>Utilize the target language in both writing and speaking.</p>	<p><i>1 week</i></p>
<p>7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NH.IPRET.6</p> <p>7.1.NH.IPERS.1 7.1.NH.IPERS.2</p> <p>7.1.NH.PRSNT.1</p>	<p>Interpret a Peruvian legend: El Ekeko</p>	<p>El Ekeko (Speaking and Writing) Create and design your own Ekeko and describe it in the TL.</p> <p>Speculate about a past event.</p> <p>Write a short message.</p> <p>Read to interpret culturally authentic text to infer meaning.</p>	<p><i>1 week</i></p>

<p>7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5</p> <p>RST.6-8.2</p>		<p>Comprehend texts containing descriptions and actions of others.</p> <p>Ask and answer questions about people and places.</p> <p>Utilize transition words, and words describing the past.</p>	
<p>Asian American, Pacific Islander: N.J.S.A. 18A:35-4.44</p> <p>7.1.NH.IPRET.1: 7.1.NH.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NH.IPRET.6</p> <p>7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NM.IPERS.5</p> <p>7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3</p> <p>RST.6-8.2</p>	<p>Research vacation and cultural activities, have a conversation with a travel agent, and tell time using the 24 hour clock.</p> <p>Develop an appreciation for Asian influence.</p>	<p>Discuss cultural events.</p> <p>Tell time using the 24 hour clock.</p> <p>Discuss cultural differences regarding time.</p> <p>Have conversations, make requests and express preferences with classmates acting as travel agents to discuss vacation activities in Peru. Travel agents will make recommendations for Peruvian travel. (Speed Friending).</p> <p>Use numbers for dates, prices, and schedules.</p> <p>Describe summer and winter weather.</p> <p>Discuss the national dish of Peru and influences and traditions of Peruvian food.</p> <p>Research cultural sites, foods, animals and crafts. Write sentences about findings. Read their sentences to the class and students guess which picture they are describing.</p> <p>Express opinions (needs, likes and dislikes).</p> <p>Tell seasonal changes and weather patterns in the countries of the target language.</p> <p>Discuss vacation activities.</p>	<p><i>1 week</i></p>

		<p>(Speaking and Writing) Compare and contrast cultural activities that are popular in the cities of the target language with the activities of your own country.</p> <p>Utilize expressions with Que and adjective.</p>	
<p>7.1.NH.IPRET.1: 7.1.NH.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NH.IPRET.6</p> <p>7.1.NH.IPERS.1 7.1.NH.IPERS.2</p> <p>7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5</p> <p>9.4.8.GCA.1: 9.4.8.TL.3</p> <p>8.1.8.IC.2 WHST.6-8.4 WHST.6-8.9.</p> <p>RST.6-8.2</p>	<p>Create a Budget and a Travel Plan for a trip to Peru and present it to the class in a Gallery Walk.</p>	<p>Use numbers for dates, prices, and schedules.</p> <p>Research travel to Peru from lodging, transportation, food, souvenirs, money, and vacation activities and plan and budget a trip to Peru. Make slides discussing your self planned trip to Peru and present them in a gallery walk. Then ask classmates about their trip.</p> <p>Discuss travel preparations and how to get around.</p> <p>Reinforcement of possessive adjectives, all regular and irregular verbs in the present tense, tener expressions, ir a infinitive, noun/adjective agreement, and possessive adjectives.</p> <p>Reinforcement of activities, clothing, colors, adjectives, family, interrogatives, seasons, weather, numbers and hygiene items.</p>	<i>2 weeks</i>
<p>7.1.NH.IPRET.3 7.1.NM.IPRET.3 7.1.NH.IPRET.6</p> <p>7.1.NH.IPERS.1 7.1.NH.IPERS.4</p>	<p>Write a postcard in the preterite tense, experience Chicha Morada, and dance the Marinera Norteña</p>	<p>Write a travel postcard about your trip to Peru using the past tense. (Preterite)</p>	<i>1 week</i>

<p>7.1.NM.PRSNT.3</p> <p>WHST.6-8.4</p>		<p>Describe a past vacation using vacation activities, cultural activities, airport, resort, transportation, and souvenir vocabulary.</p> <p>Tell what you and others did in the past.</p> <p>Develop an appreciation for Hispanic food.</p> <p>Make and try the traditional Peruvian drink Chicha Morada (diets permitting).</p> <p>Dance a traditional Peruvian dance. (Marinera Norteña)</p> <p>Watch the movie Pachamama (Mother Earth) and Discuss.</p>	
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<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, Epals, Flipgrid, Boom Cards, Tedtalk, Duolingo, laptop, and Seesaw	
Leveled texts for students: TPT, Garbanzo and Newsela	
You Tube: Authentic Videos, Poems, and Songs	
Teacher made resources and activities	
Video: Abuela Grillo	
Graphic Organizers	
Movie: Pachamama	

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
- Use of assisted technology
- 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
- Classroom library
- Choice Boards
- Anchor activities
- Grouping with other Gifted & Talented students
- Take out a piece of the puzzle (What is missing?)

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

