

POMPTON LAKES SCHOOL DISTRICT

SPANISH 1 GENERAL

June 2019

POMPTON LAKES HIGH SCHOOL

Submitted by L. Renninger

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PL BOE Approval, 6/11/19

UNIT OVERVIEW	
Content Area:	World Languages
Unit Title:	Greetings and Introductions
Target Proficiency Level:	Novice
Timeframe:	3 weeks
Unit Summary: Students will be introduced to the Spanish-speaking world and the benefits of learning Spanish. Students will begin to converse using basic communicational skills.	
Primary interdisciplinary connections: Geography, History, Art, Math	
21st century themes: Global Awareness	
Unit Rationale: As students begin to communicate in another language, they will improve their first language skills. Students of foreign languages score statistically higher on standardized tests conducted in English. Some evidence also suggests that children who receive second language instruction are more creative and better at solving complex problems. The students will become more aware of the world around them, learn to appreciate diversity, and develop a deeper understanding of their own language. They will understand that learning another language will help prepare students to be competitive and to succeed in the global marketplace of the 21 st century.	
LEARNING TARGETS	
Standard 7: World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Strands: A. Interpretive Mode, B. Interpersonal Mode and C. Presentational Mode	
Related Cultural Content Statements:	
<ul style="list-style-type: none"> • Become familiar with the Spanish-speaking Countries • Become acquainted with geographical Spanish names in the United States • How people greet each other in other countries • Compare how people in Spanish-speaking countries use numbers, dates and the calendar 	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages on familiar

	topics
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
UNIT ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How do you greet and introduce people formally and informally? • What do you need to know to have a basic conversation? • How will learning to speak Spanish be beneficial to you in high school and in the future? • How can knowing another language enhance your career opportunities? 	UNIT ENDURING UNDERSTANDINGS <ul style="list-style-type: none"> • Students will recognize that the study of Spanish provides many benefits. • Students will become more aware of the world around them and to appreciate diversity. • Students will recognize that the study of Spanish can provide employment opportunities • Students will discover that people greet one another and interact differently than in the U.S. • Students will recognize that there is an informal and formal way to introduce people.
UNIT LEARNING TARGETS <i>Students will:</i> <ul style="list-style-type: none"> • learn to greet people formally and informally • explain the differences in addressing an adult versus a peer • express simple courtesies and exchange information • say good-bye to people • compare and contrast cultural practices during situational activities. • compare and contrast the differences of numbers, days, dates, months • ask and give the date • discuss the seasons and weather • discover the advantages of learning Spanish • describe how knowledge of a second language increases career opportunities. 	
EVIDENCE OF LEARNING	
Summative Assessment: Write a paragraph that describes yourself.	
Equipment needed: Computer, Smartboard/Mobi/Projector, Internet	
Teacher Resources: TeacherWorks, Book, Workbook, Interactive Tutor, PowerPoints, Online Practice, Audio activities, Video, Quiz game, Interactive Conversations, Testmaker CD-ROM, Realia	
Formative/Benchmark Assessments: Checking for understanding, Interpretive reading & listening tasks, Surveys, Student conversations, Readings, Graphic organizers, Presentations, Quizzes, Tests, Internet Activities	
Alternative Assessments: See https://gse.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf	

UNIT OVERVIEW	
Content Area:	World Languages
Unit Title:	Friends: How can we describe ourselves and others?
Target Proficiency Level:	Novice
Timeframe:	7 weeks
Unit Summary: Students will observe how masculine and feminine words are made to agree grammatically in Spanish.	
Primary interdisciplinary connections: Geography, History, Art, Music	
21st century themes: Global Awareness	
Unit Rationale: Students are encouraged to compare Spanish and English and to make comparisons between Hispanic and American cultures. Students will be able to identify and describe themselves and others and provide and obtain information to learn more about each other.	
LEARNING TARGETS	
Standard 7.1: World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Strands: A. Interpretive Mode, B. Interpersonal Mode and C. Presentational Mode	
Related Cultural Content Statements:	
<ul style="list-style-type: none"> • Talk about the characters from the novel El Quijote by Miguel de Cervantes • Introduce the artwork of Don Quixote by Pablo Picasso • Learn about Venezuela and Latin American heroes • The song, Pamplona, to help student practice numbers and months of the year 	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages on familiar topics
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

UNIT ESSENTIAL QUESTIONS

- What do you need to learn to meet new friends and get to know them?
- How will students describe themselves and others?

UNIT ENDURING UNDERSTANDINGS

- Students will learn about similarities and differences between Americans and Spanish-speaking people.
- Students will be able to give a physical description and describe personality traits.

UNIT LEARNING TARGETS

Students will:

- Use the verb to be (ser) to present descriptions of themselves and others
- use masculine and feminine words and endings
- Ask or tell who someone is
- Ask or tell what something is
- Ask or tell from where someone is
- Ask or tell what nationality someone is
- Ask or tell what someone is like
- describe physical and personality traits of people
- Talk about a famous Spanish novel and some Latin American heroes

EVIDENCE OF LEARNING**Summative Assessment:**

You are ready to write your next letter to your new pen pal. Write a paragraph in Spanish. Begin with the date and a greeting and then describe yourself. Include your birthday, age, two physical characteristics, and two personality traits. Also, mention two personality traits that you do not have. End with a closing phrase.

Equipment needed:

Computer, Smartboard/Mobi/Projector, Internet

Teacher Resources:

Book, Workbook, Interactive Tutor, PowerPoints, Online Practice, Audio activities, Video Guide, Quiz game, Interactive Conversations, Testmaker CD-Rom, Realia

Formative/Benchmark Assessments:

Checking for understanding, Interpretive reading & listening tasks, Surveys, Student conversations, Readings, Graphic organizers, Presentations, Quizzes, Tests, Internet Activities

Alternative Assessments:

See https://gse.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

UNIT OVERVIEW	
Content Area:	World Languages
Unit Title:	School Classes and supplies
Target Proficiency Level:	Novice
Timeframe:	7 weeks
Unit Summary:	Students will be able to describe the courses they are taking in school and their teachers.
Unit Rationale:	Students will be engaged in learning as they make a connection to the world around them by studying topics that they find important in their own lives. They will communicate in spoken and written Spanish to obtain and provide information about the similarities and differences between Spanish and American schools.
Primary interdisciplinary connections:	Geography, History, Art , Sociology
21st century themes:	Global Awareness, Communication and Collaboration
LEARNING TARGETS	
Standard 7.1: World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Strands: A. Interpretive Mode, B. Interpersonal Mode and C. Presentational Mode	
Related Cultural Content Statements:	
<ul style="list-style-type: none"> • Historic and present day influences of the Spanish speaking population in the United States. • Increase the awareness of different Latin American ethnicities • To compare and contrast the school day in Spanish speaking countries and the United States • To talk about Spanish speakers and historic places in the Southwest • to familiarize students with aspects of Hispanic culture 	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages on familiar topics
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences

using memorized words and phrases.

UNIT ESSENTIAL QUESTIONS

- How do you describe your school day?
- How can you express opinions about your classes?
- How can you describe the students in your class?
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- How do you tell what time it is?
- How do you tell at what time an event takes place?
- What does a student need to know to interpret time schedules using the 24 hour clock?

UNIT ENDURING UNDERSTANDINGS

- Students will discover similarities and differences between schools in Spanish speaking countries and the United States.
- Students will be able to tell the time and at what time an event takes place.
- Students will compare their daily schedules.

UNIT LEARNING TARGETS

Students will:

- exchange information about daily school schedules
- describe their classes and their teachers
- express opinions about classes
- identify and describe school supplies
- tell time
- tell time using the 24 hour clock
- tell at what time an event takes place

EVIDENCE OF LEARNING

Summative Assessment:

Your pen pal will be spending a semester at your school and wants to know about your school day. Create a schedule. Include days and times of each class, the size of your class, a description of the class, and a list of school supplies needed for each class, how many students are in each class, who your teacher is, and give a description of the teacher.

Equipment needed:

Computer, Smartboard/Mobi/Projector, Internet

Teacher Resources:

Book, Workbook, Interactive Tutor, PowerPoints, Online Practice, Audio activities, Video Guide, Quiz game, Interactive Conversations, Testmaker CD-Rom, , Realia

Formative/Benchmark Assessments:

Checking for understanding, Interpretive reading & listening tasks, Surveys, Student conversations, Readings containing cultural comparisons, Graphic organizers, Presentations, Quizzes, Tests, Internet Activities

Alternative Assessments:

See https://gse.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

UNIT OVERVIEW	
Content Area:	World Languages
Unit Title:	Clothes and shopping
Target Proficiency Level:	Novice
Timeframe:	7 weeks
Unit Summary: Students will identify and describe clothes and the shopping experience.	
Unit Rationale: Students will discover the similarities and differences between students in Spanish-speaking countries and the United States by comparing shopping and clothes.	
Primary interdisciplinary connections: Geography, History, Art , Mathematics, Sociology, Computers, and Technology	
21st century themes: Global Awareness, Communication and Collaboration	
LEARNING TARGETS	
Standard 7.1: World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Strands: A. Interpretive Mode, B. Interpersonal Mode and C. Presentational Mode	
Related Cultural Content Statements:	
<ul style="list-style-type: none"> • How to speak to people formally and informally • Indigenous clothing in Central and South America • Famous clothing designers from the Spanish-speaking countries and heritage • Comparing fashion in the different countries 	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages on familiar topics

7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
<p>UNIT ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can you indicate clothing preferences and make comparisons? • How can you describe what you are going to buy and how much it costs? • What is shopping like in a Spanish-speaking country? • How does shopping in the United States compare with shopping in a Spanish-speaking country? • Is “fashionable” the same in all countries? • Why are traditional crafts important to a culture? 	<p>UNIT ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Students will compare the similarities and differences of fashion in the United States and the Spanish-speaking countries. • Students will be able to identify and describe articles of clothing. • Students will be able to speak to people formally and informally. • They will be able to state color and size of articles of clothing • They will be able to discuss the dress of several indigenous groups that live in Latin America.
<p>UNIT LEARNING TARGETS <i>Students will learn to use the present tense of ar verbs and the verbs ir, dar, estar to:</i></p> <ul style="list-style-type: none"> • describe articles of clothing • state color and size • shop for supplies and clothing 	
<p>EVIDENCE OF LEARNING</p>	
<p>Summative Assessment: A popular Spanish magazine is taking a poll of teenagers around the world to determine who they think are the best dressed celebrities. Your teacher thought you would enjoy voting. Find pictures of two celebrities wearing different outfits from two different countries and write a caption describing what each person is wearing. Descriptions and pictures will be numbered and displayed. Students will read the description, match them to the picture of the celebrities, and then rank them.</p> <p>Equipment needed: Computer, Smartboard/Mobi/Projector, Internet</p> <p>Teacher Resources: Book, Workbook, Interactive Tutor, PowerPoints, Online Practice, Audio activities, Video Guide, Quiz game, Interactive Conversations, Testmaker CD-Rom, Realia</p> <p>Formative/Benchmark Assessments: Checking for understanding, Interpretive reading & listening tasks, Surveys, Student conversations, Readings , Graphic organizers, Presentations, Quizzes, Tests, Internet Activities</p> <p>Alternative Assessments: See https://gse.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf</p>	

UNIT OVERVIEW	
Content Area:	World Languages
Unit Title:	Foods
Target Proficiency Level: Novice	
Timeframe: 5 weeks	
Unit Summary: What do we eat? Where? Students will realize there are a variety of delicious foods in the Spanish-speaking countries and that what people eat in one area is different from what people eat in another area.	
Unit Rationale: What type of meals do you eat in your home? Where do you go when you want to eat or drink something? Students can relate their language learning to everyday life by learning the basic food, supermarket, restaurant, and café vocabulary. Students will compare the eating habits among people who live in the Spanish-speaking countries and the United States to further their understanding of the Spanish culture.	
Primary interdisciplinary connections: Geography, English, History, Art , Mathematics, Sociology, Technology	
21st century themes: Global Awareness, Communication and Collaboration	
LEARNING TARGETS	
Standard 7.1: World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Strands: A. Interpretive Mode, B. Interpersonal Mode and C. Presentational Mode	
Related Cultural Content Statements:	
<ul style="list-style-type: none"> • Differences between eating habits and dining customs in the United States and Spanish speaking countries • Comparison of foods in Spanish-speaking countries. • Comparison of open-air markets, cafés, and supermarkets 	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages on familiar topics
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
UNIT ESSENTIAL QUESTIONS	UNIT ENDURING UNDERSTANDINGS
<ul style="list-style-type: none"> • What are the similarities and differences in where Spanish teens shop for food and what they eat? 	<ul style="list-style-type: none"> • Students will understand the importance of food in many Spanish-speaking countries.

- How can you order food in a café/restaurant?
- How can you shop for food in a market?
- How can you describe your eating habits?
- How do local stores/markets reflect the culture of area?
- What is it like to go to a restaurant in a Spanish-speaking country?
- What do I need to know to feel confident when I talk to the waiter?

- Students will understand how the ingredients common to the location influence the type of food that is eaten.
- Students will compare the foods and eating habits of the United States and the Spanish-speaking countries.
- Students will increase their cultural awareness by discovering that a variety of the foods eaten in the United States originated in the Spanish-speaking countries.

UNIT LEARNING TARGETS

Students will learn to use present tense regular –er and –ir verbs to:

- identify foods and beverages
- shop for food and beverages
- order food and beverages.
- exchange information about meals
- talk about the similarities and differences of eating habits in the United States and in the Spanish-speaking world.
- compare and contrast foods in Spanish speaking countries and the United States

EVIDENCE OF LEARNING

Summative Assessment: You are going on vacation and will need to be able to communicate what you want to eat. Since you don't want to feel awkward, you and two classmates decide to practice in class. Imagine that you and a friend are in a sidewalk café in Madrid. In groups of three, create a menu of at least six items for breakfast, lunch, dinner, snacks, etc. Then prepare a skit in which two of you will order the food for one of the meals. The third person will play the role of the waiter. Be sure to include the following required elements: culturally appropriate greetings and "table" conversation (family, friends, activities, etc.). Basic description of what is on the menu by the waiter; basic questions about the menu by the diners. Culturally appropriate requests for the bill.

Equipment needed: Computer, Smartboard/Mobi/Projector, Internet

Teacher Resources: Book, Workbook, Interactive Tutor, PowerPoints, Online Practice, Audio activities, Video Guide, Quiz game, Interactive Conversations, Testmaker CD-ROM, Realia

Formative Assessments: Checking for understanding, Interpretive reading & listening tasks, Surveys, Student conversations, Readings, Graphic organizers, Presentations, Quizzes, Tests, Internet Activities

Alternative Assessments:

See https://gse.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

UNIT OVERVIEW	
Content Area:	World Languages
Unit Title:	Family relationships and their homes
Target Proficiency Level:	Novice
Timeframe:	5 weeks
Unit Summary:	Students will describe your home and family
Unit Rationale:	Students will make a personal connection to the Spanish language and culture by comparing family and living arrangements in Spanish-speaking families and their own families.
Primary interdisciplinary connections:	Geography, History, Art , Sociology, Science, Music
21st century themes:	Global Awareness, Communication and Collaboration
LEARNING TARGETS	
Standard 7: World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Strands: A. Interpretive Mode, B. Interpersonal Mode and C. Presentational Mode	
Related Cultural Content Statements:	
<ul style="list-style-type: none"> • To become acquainted with the Spanish naming customs • The role and importance of the family in Spanish speaking countries • Become familiar with the Hispanic tradition of La quinceañera • Use Las Meninas by Diego Velázquez to discuss the royal family of Spain. 	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages on familiar topics
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
UNIT ESSENTIAL QUESTIONS	UNIT ENDURING UNDERSTANDINGS
<ul style="list-style-type: none"> • How can you describe your family? • How can you tell your age and ask the age of other people? • How can you tell what belongs to you and to others? • How can you tell others what 	<ul style="list-style-type: none"> • Students will be able to identify and describe family members and parts of the house. • Students will understand the importance of family in Hispanic cultures. • Students will compare the similarities and differences of living conditions

<p>you have to do?</p> <ul style="list-style-type: none"> • How can you tell others what you are going to do? • What events in the U.S. compare to the quinceañera? 	
<p>UNIT LEARNING TARGETS</p> <p><i>Students will learn to:</i></p> <ul style="list-style-type: none"> • Describe family members and pets • talk about family relationships • Talk about families in Spanish-speaking countries • Tell age and birthdays • Describe houses and apartments • Describe rooms, some furnishings, and chores in each room • Use tener (to have) to tell what you have to do • Use ir (to go) to tell what you are going to do • Use possessive adjectives to tell what belongs to you and to others • Learn about the quinceañera and other celebrations in the United States and the Spanish-speaking countries. 	
<p>EVIDENCE OF LEARNING</p>	
<p>Summative Assessment: A Spanish-speaking friend wants to know all about your family. Students bring in photos of family members and list the physical attributes that they have in common with their siblings, parents, and/or other members of their family.</p> <p>Draw a floor plan of your ideal house. Label each room in the house. Arrange appropriate objects in each room and label them in Spanish. Below the house plan, list the rooms and state three activities you can do in each room.</p> <p>Equipment needed: Computer, Smartboard/Mobi/Projector, Internet</p> <p>Teacher Resources: Book, Workbook, Interactive Tutor, PowerPoints, Online Practice, Audio activities, Video Guide, Quiz game, Interactive Conversations, Testmaker CD-ROM, Realia</p> <p>Formative/Benchmark Assessments: Checking for understanding, Interpretive reading & listening tasks, Surveys, Student conversations, Readings , Graphic organizers, Presentations, Quizzes, Tests, Internet Activities</p> <p>Alternative Assessments: See https://gse.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf</p>	

UNIT OVERVIEW	
Content Area:	World Languages
Unit Title:	Sports
Target Proficiency Level: Novice	
Timeframe: 5 weeks	
Unit Summary: Students will discuss the sports and activities of their daily life that are popular with teenagers and compare them to teenagers in Spanish-speaking countries.	
Unit Rationale: This theme is relevant to students and invites them to think about different customs and culture practices that they can compare. They will relate personally with the material and encourage them to perceive own experiences from a global perspective. Students will make a connection to teenagers in the Spanish-speaking countries by discovering that they are interested in the same topics. They will learn to identify games and sports and talk about how to play the games	
Primary interdisciplinary connections: Geography, History, Art , Archaeology, Sociology	
21st century themes: Global Awareness, Communication and Collaboration	
LEARNING TARGETS	
Standard 7.1: World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Strands: A. Interpretive Mode, B. Interpersonal Mode, and C. Presentational Mode	
Related Cultural Content Statements:	
<ul style="list-style-type: none"> • Compare the role of sports in Spanish speaking countries • Understand the importance of soccer and the World Cup in the Spanish-speaking countries • Recognize the contributions of famous Soccer Players • Learn about the Basques and Jai alai • Become familiar with games that were popular in Central American in pre-Columbian days • Compare and contrast ancient and current sports in Spanish speaking countries and the United States 	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages on familiar topics
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

<p>UNIT ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can you talk about sports and activities? • How can you express what activities you like and what interests and bores you? • How can you compare sports in the United States with sports in Spanish-speaking countries? • Are the same sports and activities played in all countries? • Are Spanish teenagers interested in the same activities? 	<p>UNIT ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Students will compare sports in the U.S. and Spanish-speaking countries • How the games and sports that lead to socializing with members of the community vary in the United States and in Spanish-speaking countries. • Students are able to discuss activities of everyday life and understand how Spanish teenagers compare to them. 	
<p>UNIT LEARNING TARGETS</p> <p><i>Students will learn to use present tense stem changing verbs to:</i></p> <ul style="list-style-type: none"> • Identify individual and team sports and other activities • describe the body parts associated with each sport • Tell what interests, bores, or pleases them • Tell what you want to, begin to, and prefer to do 		
<p>EVIDENCE OF LEARNING</p>		
<p>Summative Assessment: Your first assignment for the school newspaper is to write an article about some new exchange students. You will prepare questions to prepare for the interview. Ask which sports are popular in their country and activities they do after school, on the weekends, and during their vacations.</p> <p>Equipment needed: Computer, Smartboard/Mobi/Projector, Internet</p> <p>Teacher Resources: Book, Workbook, Interactive Tutor, PowerPoints, Online Practice, Audio activities, Video Guide, Quiz game, Interactive Conversations, Testmaker CD-ROM, Realia</p> <p>Formative/Benchmark Assessments: Checking for understanding, Interpretive reading & listening tasks, Surveys, Student conversations, Readings , Graphic organizers, Presentations, Quizzes, Tests, Internet Activities</p> <p>Alternative Assessments: See https://gse.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf</p>		

Content Area Unit Name	World Language
Interdisciplinary Connections	Mathematics, Technology, and English Arts, Science
Core Instructional Materials including digital tools	Textbooks, Classroom Resources, Digital Tools
21st Century Themes and Skills	<p>For information related to the 12 Career Ready Practices follow the links below:</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <p>Personal Financial Literacy 9.1 http://www.state.nj.us/education/cccs/2014/career/91.pdf</p> <p>Career Awareness, Exploration, and Preparation 9.2 http://www.state.nj.us/education/cccs/2014/career/92.pdf</p> <p>Career and Technical Education 9.3 http://www.state.nj.us/education/cccs/2014/career/93.pdf</p>
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	<p>K-2: Navigate provided URL'S, Use basic word processing to create and illustrate a simple story, Work collaboratively with peers on project, Use digital tools to explore an issue and design solution for a problem, Identify how technology improves life, Use digital tools to design an approach to solving problems.</p> <p>3-5: Peers collaborate to produce text about current events; Understand the consequences for inappropriate use of technology and social media, Apply engineering designs to data collection and solutions, Understand how technology evolves based on need and cultural influences.</p> <p>6-8: Select appropriate technology and applications to create publication on global topic, Use technology and social media responsibly, Employ a wide range of digital resources to collect data and form solutions, Identify the forces that come into play for further development of technology; apply engineering design process to real world problems.</p> <p>9-12: Create and edit multi-page document for public presentation.</p>

Considerations for classified students:

Classroom Instruction:

- All instruction for classified students will be guided by the students' Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

Modifications:

- Modifications include but are not limited to:
Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

In-class Assessments:

- All assessments are to be in line with students' IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student's disability and in accordance with their IEP.

Considerations for English Language Learners (ELLs):

Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.
- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.
- Sheltered Instruction Observation Protocol (SIOP)

<http://siop.pearson.com/about-siop/>

The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.

The SIOP Model components:

1. [Lesson Preparation](#)
2. Building Background
3. [Comprehensible Input](#)

4. [Strategies](#)
 5. [Interaction](#)
 6. [Practice and Application](#)
 7. [Lesson Delivery](#)
 8. [Review and Assessment](#)
- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
 - Grading will be done collaboratively by the regular and ESL teachers.

Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.
- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.
- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.
- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.
- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

In Class Assessments:

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

Considerations for At Risk Students:

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and to create and implement a plan that is carried out by a variety of staff members in the building.
- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are academic as well as behavioral goals that are listed for the students with recommended strategies unique to each individual.
- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

Classroom instruction:

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

Modifications:

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

In Class Assessments:

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

Considerations for Gifted Students:

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.
- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.