

Cedar Grove School District

Cedar Grove, NJ

2017

**Introduction
to Spanish**



Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education
Mrs. Christine Dye, President
Mr. Frank Mandala, Vice-President
Mr. Peter Prvulovic
Mr. David Schoner
Mr. Vincent Vollero

Introduction to Spanish

Course Description

The Introduction to Spanish course is for the student who has had little or no experience with the Spanish language. As with all the Spanish classes, communication is the goal. Communication is defined as "the imparting or interchange of thoughts, opinions, or information by speech, writings, or signs." To do this successfully, the students must have the words needed (lexicon) to convey the information, the ability to put the words together correctly (syntax), and some awareness of the customs or mores (culture) of those with whom they are communicating. Therefore, emphasis will be on acquiring the words, so that they may say something, and grammar, so that they are taught to correctly put words together to make sentences. Lastly, the students will be introduced to culture. Everything is not the same all over the world, but this should imply different and not funny or inferior.

The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are: Interpretive, Interpersonal, and Presentational.

- **The Interpretive Mode.** Students understand and interpret within the appropriate cultural context spoken and written communication.
- **The Interpersonal Mode.** Students engage in direct oral and/or written communication.
- **The Presentational Mode.** Students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact.

**This curriculum was written in accordance with the
2014 NEW JERSEY STUDENT LEARNING STANDARDS
for
WORLD LANGUAGES**

The standards can be viewed at: <http://www.state.nj.us/education/aps/cccs/wl/>

Introduction to Spanish Course Calendar

Unit:	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Preliminary Lessons	1-4										
¿Cómo Somos? What Are We Like?		5-9									
La Familia y La Casa / Family and Home			10-14								
En Clase y Despues / In Class and After				15-19							
¿Qué Comemos y Donde? / What Do We Eat and Where?					20-24						
Deportes / Sports							25-29				
El Bienestar / Well-Being								30-34			
	1-40										



Preliminary Lessons

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

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.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Respond to learned questions.

-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

There are clues and cognates in the text to help you figure out the meaning. Each culture has unique characteristics and values.

Essential Questions

Why learn another language?
What is the text/speaker trying to communicate?
What can I learn about my own language and culture from the study of another language and culture?

Content

1. Greet people
2. Say good-bye to people
3. Express yourself politely
4. Count to 100
5. Identify the days of the week
6. Identify the months of the year
7. Find out and give the date
8. Ask and tell the time
9. discuss the seasons and weather

Skills

Use correct Spanish when speaking and writing the following:

- 1-3. Introducing oneself and saying good-bye politely.
4. Counting
- 5-6. Identifying days of the week and months of the year
7. Asking for and giving a date
8. Asking and telling time
9. discussing the seasons and the weather.

Stage 2: Assessment Evidence

Assessments

Preliminary quiz

Summative: Written Test

Short quiz on each preliminary lesson. Students will use new vocabulary in writing.

Stage 3: Learning Plan

Learning Activities

Repeat and use gestures to introduce new vocabulary.

Differentiation: Bodily-kinesthetic learners stand and dramatize/pantomime all the actions. Other students guess the words.

Practice new vocabulary using repetition and read vocabulary expressions aloud. Students listen to recorded audio for correct pronunciation and practice listening to different accents.

Students work in pairs to practice proper pronunciation

Put word puzzles together to practice spelling.

Students make "foldables" which are study organizers that the students make to help organize and retain information.

Students respond to questions by pointing to appropriate picture.

Students will make a weather calendar in Spanish to predict the weather over a couple of weeks. Each day that the class meets, the students will correct it with the actual weather. Pictures of the weather that day can also be drawn and added.

Resources

Textbook

- [¡Así se dice!, McGraw Hill, 2016](#)

Supplementary materials

- Audio CDs
- Workbook and Audio activities
- [¡Así se dice!, McGraw Hill, 2016](#)

Website

-  [Http://www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com)
- online activities: audio/video/eScape/ePals

Homework review.



¿Cómo Somos? What Are We Like?

Collaboration

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- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Respond to learned questions.

-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

Language is a means of self-discovery.

Essential Questions

What language learning skills do I already have?
How can I describe myself?

Content

1. Physical descriptions and personality traits.
2. Nationalities
3. School classes
4. Nouns, adjectives, and articles
5. The verb **SER**
6. Tú and **usted**
7. Spanish speakers in the United States
8. Characters from the novel *El Quijote*

Skills

1. Identify and describe people and things.
2. Ask and tell where someone is from.
3. Ask and tell what subjects you take in school.
3. Express opinions about the subjects you take in school.
4. Use nouns, adjectives, and articles correctly.
5. Use and conjugate the verb **SER** correctly.
6. Know the difference between and use correctly **tú** and **usted**
7. Use reading strategies to read and comprehend short reading on Spanish speakers in the U.S. and complete comprehension exercises.
8. Use reading strategies to read and comprehend short reading on *Don Quijote* characters and complete comprehension exercises.

Stage 2: Assessment Evidence

Assessments

Webquest

Formative: Student Portfolio

Webquest -

Explore a map of the Hispanic population in the United States.
Students will use what they have learned to answer questions on a worksheet.

Vocabulary quiz

Formative: Other written assessments

Quizzes on new vocabulary.

Grammar quizzes

Formative: Other written assessments

Quizzes on new grammar.

Unit Test

Summative: Written Test

End of unit achievement/proficiency test. Includes reading, writing, listening, and speaking.

Un libro de recuerdos - Unit project

Formative: Personal Project

Students will work individually and collaboratively to create a class memory book containing a biographical page for each student in the class.
Expansion could be to add class photos, achievements, and memorabilia to the memory book throughout the school year.

Stage 3: Learning Plan

Learning Activities

Repeat and use gestures to introduce new vocabulary.

Differentiation: Bodily-kinesthetic learners stand and dramatize all the actions on describing people.

Practice new vocabulary using repetition and read vocabulary expressions aloud. Students listen to recorded audio for correct pronunciation and practice listening to different accents.

Students work in pairs to practice proper pronunciation

Put word puzzles together to practice spelling.

Students make "foldables" which are study organizers that the students make to help organize and retain information.

Students respond to questions by pointing to appropriate picture.

Homework review.

Practice games and musical activities.

Vocabulary, grammar, dialog, and culture videos.

Create haiku poem reflecting their own physical characteristics and personality traits.

Webquest - formative assessment

Unit project

 Cap. 1 Como Somos Webquest worksheet.pdf

 http://www.censusscope.org/us/map_hispanicpop.html

Resources


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La Familia y La Casa / Family and Home

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

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Linguistic:

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- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
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B. Interpersonal Mode

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- Ask memorized questions.
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- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
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C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

The goal is effective communication, not word-for-word translation.
Learning a language is an on-going process.

Essential Questions

How does where I live shape who I am?
How does your language "define" you?

Content

1. Families and pets.
2. Houses and apartments.
3. Rooms and furniture.
4. The verb TENER.
5. Possessive adjectives.
6. Families in Ecuador.
7. Pets in the Spanish-speaking world.

Skills

1. Talk and write about families and pets.
2. Describe (written and verbally) a house or apartment.
3. Describe (written and verbally) rooms and some furnishings.
4. Conjugate and use correctly the verb TENER.
5. Use correctly possessive adjectives.
6. Use reading strategies to read and comprehend short reading on a family in Ecuador and complete comprehension exercises.
7. Use reading strategies to read and comprehend short reading on pets in the Spanish-speaking world and complete comprehension exercises.

Stage 2: Assessment Evidence

Assessments

Webquest

Formative: Student Portfolio

Webquest -

Students will search for a vacation home in Spain. They will compare prices by converting different currencies into dollars. Students will use what they have learned to answer questions on a worksheet.

 Cap. 2 La familia y la casa Webquest worksheet.pdf

 Spain houses.net

 info inmueble

 Currency Converter

Vocabulary quizzes

Formative: Other written assessments

Quizzes on new vocabulary.

Grammar quizzes

Formative: Other written assessments

Quizzes on new grammar.

Unit Test

Summative: Written Test

End of unit achievement/proficiency test. Includes reading, writing, listening, and speaking

Un barrio - Unit project

Formative: Personal Project

Students will create and label a collage of a house or apartment, family, and family pet(s). They will use pictures from various sources. There will be a writing component to this project.

Stage 3: Learning Plan

Learning Activities

Repeat and use gestures to introduce new vocabulary.

Differentiation: Intrapersonal: to help with learning new vocabulary, students use their own family member's names when asking and answering questions about relationships.

Visual-spatial, logical-mathematical learners may design and label family tree.

Visual-spatial and interpersonal learner may collaborate in small groups to create draw and label a design of their dream house.

Practice new vocabulary using repetition and read vocabulary expressions aloud. Students listen to recorded audio for correct pronunciation and practice listening to different accents.

Students work in pairs to practice proper pronunciation.

Put word puzzles together to practice spelling.

Students make "foldables" which are study organizers that the students make to help organize and retain information.

Students respond to questions by pointing to appropriate picture.

Homework review.

Practice games and musical activities.

Vocabulary, grammar, dialog, and culture videos.

Webquest

Unit Project

Resources

Textbook

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Supplementary materials

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En Clase y Después / In Class and After

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

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A. Interpretive Mode

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B. Interpersonal Mode

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- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

There are multiple ways to say the same thing.
Learning a second language will open doors for you professionally and personally.

Essential Questions

How can I help my audience understand me?
What do good speakers sound like?

Content

1. In the classroom.
2. School clothes and school supplies.
3. After-school activities.
4. Present tense of -AR verbs.
5. The present tense of verbs IR, DAR, and ESTAR.
6. The contractions AL and DEL
7. Compare school and after-school activities in Spanish-speaking countries and the United States.
8. Discuss the working habits of young people in the Spanish-speaking world.

Skills

1. Talk and write about what you do in school.
2. Identify some school clothes and school supplies.
3. Talk and write about what you and your friends do after school.
4. Use and conjugate the present tense of -AR verbs correctly.
5. Use and conjugate the present tense of the verbs IR, DAR, and ESTAR correctly.
6. Use the contractions AL and DEL correctly.
7. Use reading strategies to read and comprehend a short reading about schools here in the U.S. and in Latin America. Complete comprehension exercises.
8. Use reading strategies to read, comprehend and discuss a short reading about the working habits of teenagers in Latin America. Complete comprehension questions.

Stage 2: Assessment Evidence

Assessments

Webquest

Formative: Student Portfolio

Students will explore schools in the Spanish-speaking world. They will choose two schools that they would like to visit. They will use what they have learned from their research to answer the questions on your *Hoja de trabajo (worksheet)*

 Cap. 3 En clase y despues Webquest worksheet.pdf

 Colegio Bautista de Temuco

 Colegio Nuevo Mundo

 Colegio Bilbao

Vocabulary quizzes

Formative: Other written assessments

Quizzes on new vocabulary.

Grammar quizzes

Formative: Other written assessments

Quizzes on new grammar concepts.

Unit Test

Summative: Written Test

End of unit achievement/proficiency test. Includes reading, writing, listening, and speaking.

Un programa semanal - Unit Project

Formative: Personal Project

Students will create a weekly schedule in Spanish that will include each day's classes and after-school activities. They will include a list of supplies needed for specific classes. Students will write a present-tense sentence (or more) about an activity they are doing after school for

each day of the week. Students will peer edit. Students will illustrate (create or find art) their schedules. The illustrations will relate to either the students' courses or the school supplies they have listed.

Stage 3: Learning Plan

Learning Activities

Repeat and use gestures to introduce new vocabulary.

Differentiation: Students may draw, act out, and repeat conversations, verbs, nouns, and other new vocabulary words and structures.

Practice new vocabulary using repetition and read vocabulary expressions aloud. Students listen to recorded audio for correct pronunciation and practice listening to different accents.

Students work in pairs to practice proper pronunciation.

Put word puzzles together to practice spelling.

Students make "foldables" which are study organizers that the students make to help organize and retain information.

Students respond to questions by pointing to appropriate picture.

Homework review.

Practice games and musical activities.

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¿Qué Comemos y Dónde? / What Do We Eat and Where?

Collaboration

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Enduring Understandings

You already have language and communication skills that you can utilize while learning a new language.

Refinement comes from practice.

Essential Questions

What do I do when my ideas are more sophisticated than my ability to communicate them?

How can I enhance my connections with people through language?

Content

1. Foods and beverages.
2. Eating at a café.
3. -ER and -IR verbs in the present.
4. Some expressions using the infinitive - *ir a, tener que, acabar de*.
5. Differentiate between eating habits in the U.S. and in the Spanish-speaking world.
6. Eating times in the Spanish-speaking world compared to the U.S.

Skills

1. Identify foods and discuss meals.
2. Talk and write about places where we eat.
2. Order food or a beverage at a café.
3. Use and conjugate correctly -ER and -IR verbs in the present tense.
4. Use and conjugate correctly some expressions using the infinitive - *ir a, tener que, acabar de*.
- 5 to 6. Compare eating habits in Spain, Latin America, and the U.S. Use reading strategies to read and comprehend short readings about what people eat in Spanish-speaking countries, at what times they eat and where they eat. Complete comprehension exercises.

Stage 2: Assessment Evidence

Assessments

Webquest

Formative: Student Portfolio

Students will explore some restaurants and cafes in Hispanic countries. Students will compare prices by converting different currencies into dollars. They will compare prices in these restaurants to restaurants they are familiar with.

Vocabulary quizzes

Formative: Other written assessments

Quizzes on new vocabulary.

Grammar quizzes

Formative: Other written assessments

Quizzes on new grammar concepts.

Unit Test

Summative: Written Test

End of unit achievement/proficiency test. Includes reading, writing, listening, and speaking.

El menú / Unit project

Formative: Personal Project

Students will create an illustrated menu in Spanish and write a script about ordering from from a menu. (script minimum 15 lines)

Students will create lists of Hispanic foods that have become common in English usage by visiting a grocery store or restaurant or through magazines. They will divide their lists into breakfast, lunch, and dinner items

Stage 3: Learning Plan

Learning Activities

Repeat and use gestures to introduce new vocabulary.

Differentiation: Bodily-kinesthetic learners stand and dramatize all the actions in the new vocabulary for food. (eating breakfast, lunch or dinner, putting butter on toast, putting milk on cereal, eating, drinking etc.)

Practice new vocabulary using repetition and read vocabulary expressions aloud. Students listen to recorded audio for correct pronunciation and practice listening to different accents.
Students work in pairs to practice proper pronunciation.

Put word puzzles together to practice spelling.

Students make "foldables" which are study organizers that the students make to help organize and retain information.

Students respond to questions by pointing to appropriate picture.

Homework review.

Practice games and musical activities.

Vocabulary, grammar, dialog, and culture videos.

Webquest

Unit Project

Resources

Textbook

- [¡Así se dice!, McGraw Hill, 2016](#)

Supplementary materials

- Audio CDs
- Workbook and Audio activities
 - [¡Así se dice!, McGraw Hill, 2016](#)

Website

- www.connected.mcgraw-hill.com
 - online activities: audio/video/eScape/ePals



Deportes / Sports

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

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.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Respond to learned questions.

-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

People appreciate your effort to learn and use their language.

Essential Questions

- Can cultural awareness enhance my language learning and vice versa?
- How do I feel when someone from another culture speaks my language?

Content

1. Soccer
2. Baseball
3. Basketball
4. Tennis
5. Present tense of stem-changing verbs - i to ie, o to ue, and u to ue.
6. The verbs - **interesar, aburrir, and gustar.**
7. Team sports in U.S. and Spanish-speaking countries.
8. Baseball player Roberto Clemente.

Skills

- 1 to 4. Talk about sports.
1. Describe a soccer uniform.
 - 1 to 4. Identify colors.
 5. Correctly use and conjugate the present tense of stem-changing verbs: **querer, empezar, perder, and preferir, poder, volver, dormir, and jugar.**
 6. Correctly use and conjugate the present tense of the verbs **interesar, aburrir, and gustar.**
 - 7 to 8. Compare team sports in the U.S. and Spanish-speaking countries. Use reading strategies to read and comprehend short readings about team sports and Roberto Clemente. Complete comprehension exercises.





Stage 2: Assessment Evidence

Assessments

Webquest

Formative: Student Portfolio

Students will read about their favorite sports in the Spanish-speaking world. They will choose an article that interests them from a choice of websites provided. They will fill out the webquest worksheet.

-  Cap. 5 Deportes Webquest worksheet.pdf
-  Deportes—El Mercurio (Chile)
-  Deportes—ABC (España)
-  Deportes—La Nación (Argentina)

Vocabulary quizzes

Formative: Other written assessments

Quizzes on new vocabulary.

Grammar quizzes

Formative: Other written assessments

Quizzes on new grammar concepts learned.

Unit Test

Summative: Written Test

End of unit achievement/proficiency test. Includes reading, writing, listening, and speaking.

Unit Project

Formative: Personal Project

Students will create and present a commentary in Spanish about a professional soccer match. This may be a group project. The students will be given a one to two minute clip of a soccer match with the sound removed. They will then write a commentary and present to class while playing the clip of the soccer match.

Stage 3: Learning Plan

Learning Activities

Repeat and use gestures to introduce new vocabulary.

Differentiation: Students may act out the action verbs and other new vocabulary. To reinforce colors, play "I Spy..." in small groups

Practice new vocabulary using repetition and read vocabulary expressions aloud. Students listen to recorded audio for correct pronunciation and practice listening to different accents.

Students work in pairs to practice proper pronunciation.

Put word puzzles together to practice spelling.

Students make "foldables" which are study organizers that the students make to help organize and retain information.

Students respond to questions by pointing to appropriate picture.

Homework review.

Practice games and musical activities.

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El Bienestar / Well-Being

Collaboration

Stage 1: Desired Results

NJ Standards

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NJ: Novice-Mid

A. Interpretive Mode

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- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

B. Interpersonal Mode

Linguistic:

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-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

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- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

You can't identify and correct your mistakes unless you have the courage to make them.

Essential Questions

What makes places unique and different?
What do we mean by "region"?

Content

Skills

Stage 2: Assessment Evidence

Assessments

Teacher Observation

Formative: Other Visual Assessments

Discussion

Formative: Other oral assessments

Stage 3: Learning Plan

Learning Activities

Resources

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Supplementary materials

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- ¡Así se dice!, McGraw Hill, 2016

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