

Cedar Grove School District

Cedar Grove, NJ

2017 | **Grade 8**

Spanish

Revised 2017

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

Spanish – Grade 8

Course Description

Grade 8 Spanish is a 90 day course designed to prepare students for further foreign language study. Classes meet on alternate days for 41-minute periods (62 hours of instruction). This course focuses on reading, listening, viewing, speaking, and writing in the target language. The content is age-appropriate and incorporates high-interest material about the many diverse Spanish-speaking cultures. In addition to achieving communicative proficiency and cultural understanding, we endeavor to instill a love of language learning as a global literacy our students will need for future success in an increasingly interconnected world. Students will interpret "comprehensible input" about many topics including families/friends, the bedroom and personal belongings, houses, clothing, shopping, and current events. Grammar concepts including irregular verb conjugations, stem-changing verbs, prepositions, comparisons, commands, the usage of *SER* vs. *ESTAR* are woven into the context of the material we are reading/watching/ and hearing. At the completion of this course, students will be prepared for Spanish I at the high school level.

This course is aligned to the *New Jersey Student Learning Standards for World Language* and the three modes of communication: **interpretive**, **interpersonal**, and **presentational**.

The Interpretive Mode

One-way communication using receptive skills of listening and reading, sometimes enhanced by viewing. The interpretive mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension in that the former implies the ability to "read (or listen) between the lines." Since the interpretive mode does not allow for active negotiation between the reader and writer or the listener and the speaker, it commonly requires knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

The Interpersonal Mode

Two-way communication between individuals using receptive skills (listening and reading, sometimes enhanced by viewing) and productive skills (speaking and writing, sometimes enhanced by showing). The interpersonal mode is characterized by active negotiation of meaning among individuals, either listeners and speakers, or readers and writers. Participants observe one another to see how well their meanings and intentions are being communicated and make adjustments and clarifications accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The interpersonal mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail (e-mail) messages.

The Presentational Mode

One-way communication using productive skills of speaking and writing, sometimes enhanced by showing: The presentational mode refers to the creation of formal messages to be interpreted by listeners or readers without opportunities for the active negotiation of meaning. Whereas the interpretive mode refers to the way written or spoken utterances are received and interpreted, the presentational mode describes how the creator of a written or spoken utterance orders the presentation of text to achieve the maximum comprehension by an audience. Examples include the writing of reports and articles or the presentation of speeches. These examples of "one-way" writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that the listening or reading audience will readily understand the messages conveyed.

Spanish – Grade 8

Course Calendar

Unit:	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	1 2 3	4 5 6	7 8 9 10	11 12 13 14 15	16 17 18	19 20 21	22 23 24 25	26 27 28 29 30	31 32 33	34 35 36 37 38	39 40
<u>Introduction</u>	■										
<u>Families and Friends</u>		■									
<u>The Bedroom</u>				■							
<u>The House</u>							■				
<u>Clothes and Shopping</u>									■		

**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

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.

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.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.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Enduring Understandings

1. There are certain procedures, behaviors, and habits that I am expected to follow in this foreign language class.
2. Interrogatives are used to ask questions and sometimes they are used differently in Spanish.
3. My teacher and I will use a rubric to evaluate my contributions to this class.

Essential Questions

- What are the expectations and procedures in this class?
- How do I ask questions in Spanish?
- How will my contributions to this class be measured and judged?

Content

- Interrogatives
- Classroom procedures
- Classroom vocabulary

Skills

- Display expected classroom behaviors and habits
- Use interrogatives to ask questions
- Interpret interrogatives to answer questions
- Practice using memorized questions and responses in classroom setting

Stage 2: Assessment Evidence

Assessments

Prueba - Classroom procedures and vocabulary

Summative: Written Test

written quiz about classroom procedures; target language vocabulary to be used for student-teacher communication of basic needs; rubric for class participation

Teacher observation

Formative: Other Visual Assessments

Students will ask and respond to questions in the target language.

Participation Rubric

Formative: Self Assessment

student will rate his/her level of class participation on a scale of zero to ten using specific criteria

Stage 3: Learning Plan

Learning Activities

- Complete a Personal Interest Inventory
- Complete a Classroom Job Application
- Role-play teacher giving commands and students' physical response
- Practice "storytelling" procedures
- Practice choral translation and "volleyball" translation
- Model appropriate and inappropriate behavior
- Watch Señor Wooly video about class rules
- Listen to read-aloud of familiar children's stories in Spanish
- Practice independent reading of novice-level texts during class
- Sign up for Quizlet

Resources

Suggested Resources:

- Teacher-created materials
- Classroom library of novice-level texts (novels, magazines)
- Video and supplementary materials from Señor Wooly teacher subscription
- Quizlet teacher subscription (website used for on-line vocabulary practice)

Textbook:

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- *Realidades*, - Video/Audio/Writing workbook, Pearson Prentice Hall, 2008
- *Realidades* DVD Program
- Teacher's Resource Book (Para empezar-Tema 4), 2008
- *Realidades*, Assessment Program, Pearson Prentice Hall, 2008
- *Realidades*, TPR Stories, Pearson Prentice Hall, 2008
- *Realidades*, Guided Practice Activities Teacher's Guide, Pearson Prentice Hall, 2008
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 [PARTICIPATION-POSTER.pdf](#)

 [Classroom Job Descriptions.docx](#)

 [vocabulario, classroom commands and requests.docx](#)

 www.senorwooly.com

 www.quizlet.com



Families and Friends

Collaboration

Stage 1: Desired Results

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

Enduring Understandings

1. There are specific grammar structures used to describe people that may be different from English.
2. There are many ways to express the verb "to be" in Spanish.
3. The verb *Hay* means "there is, there are" and is very easy to use in Spanish.
4. The verb *Poder* has a stem-change and is often used in combination with other verbs.
5. Cognates are words that look similar, sound similar, and have a similar meaning in two languages.
6. Possessive adjectives must agree with the noun they modify, not the owner.
7. Standards of living are quite different in Mexico vs. the US.

Essential Questions

1. How do I talk about relationships, age, ownership, and obligation in Spanish?
2. How do I talk about physical and emotional conditions such as hungry, thirsty, tired, cold, afraid in Spanish?
3. How do I describe people?
4. How do I know when to use *Ser* or *Estar* or *Hay*?
5. What are stem-changing verbs?
6. What is a cognate?
7. What is a possessive adjective?
8. How do young people live in Mexico?

Content

- present tense verb endings of regular verbs [-ar, -er, -ir]
- notes about the usage of the verbs *Tener*, *Ser*, and *Estar*
- verb conjugations of these high-frequency verbs
- verb combinations using *Poder*
- vocabulary about physical descriptions, qualities, conditions, and emotions
- possessive adjectives
- vocabulary about families

Skills

- recognize the different usages of the verbs *Tener*, *Ser*, *Estar* and *Hay*
- explain why a particular verb is used in a specific instance
- memorize irregular verb conjugations as needed
- recognize stem-changing verbs
- identify verb combinations
- recognize cognates and use them to make inferences about unfamiliar words

Stage 2: Assessment Evidence

Assessments

Examen acumulativo

Summative: Written Test

Spanish royal family, the verb *TENER*, listening comprehension, bedroom vocabulary

Quiz 1-3

Formative: Written Test

quiz about events in *Pobre Ana* chapters 1 through 3 incorporating key vocabulary and grammar structures

Quiz 4 - 7

Formative: Written Test

quiz about events in *Pobre Ana* chapters 4 through 7 incorporating key vocabulary and grammar structures

Teacher Observation

Formative: Other Visual Assessments

Students will ask and respond to questions in the target language.

Quiz 8 - 9

Formative: Written Test

Quiz about the events in *Pobre Ana* chapters 8 and 9 incorporating key vocabulary and grammar structures.

Stage 3: Learning Plan

Learning Activities

- Read independently and silently
- Choral translation of narrative text
- Volleyball translation of narrative text
- Write notes about the usage of SER and ESTAR
- Complete written worksheets about the *¿Puedo ir al baño?* video
- Practice identifying and explaining correct usage of certain verbs
- Watch *¿Puedo ir al baño?* video numerous times
- Sing along to *¿Puedo ir al baño?* video
- Complete individual learning activities (Nuggets) at Señor Wooly website
- Complete word puzzles using phrases from *¿Puedo ir al baño?* video
- Identify places and geographical features on a map of Mexico

Resources

Suggested Resources:

- *¿Puedo ir al baño?* video and supplementary materials
- *Pobre Ana*, Blaine Ray Workshops & Command Performance Language Institute, 2014
- *Teacher's Guide for Spanish I Novels*, Blaine Ray Workshops & Command Performance Language Institute, 2011
- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- *Realidades*, - Video/Audio/Writing workbook, Pearson Prentice Hall, 2008
- *Realidades* DVD Program
- Teacher's Resource Book (Para empezar-Tema 4), 2008
- *Realidades*, Assessment Program, Pearson Prentice Hall, 2008
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- *Realidades*, TeacherEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades*, Guided Practice Audio CD, Pearson Prentice Hall, 2008



www.senorwooly.com



The Bedroom

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.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.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.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

1. Colors are adjectives and usually follow the noun [syntax is different from English].
2. A person's belongings and bedroom furnishings reflect his/her personality.
3. Colors have "meanings" based on the symbolic values we associate with them.
4. Performing a scripted dialogue can help me practice for a speaking assessment without written notes.

1. How do I talk about my bedroom and my personal belongings?
2. How do I make comparisons?
3. How do I develop communicative competence?
4. How do I make an aerial drawing of my bedroom?

Content

- Vocabulary about bedroom furnishings, electronic equipment, and personal items
- Colors and other adjectives
- Prepositions of location
- Verb conjugations for selected stem-changing verbs [*Dormir, Poder*]
- Definition of scale

Skills

- Identify objects in a bedroom
- Connect visual stimuli to Spanish words and phrases
- Pronounce new words correctly
- Display appropriate physical response to aural input
- Engage in structured conversations to describe possessions and tell where things are located in relation to other objects
 - Draw an aerial view of a bedroom and place objects drawn to scale
 - Determine a logical scale factor
 - Demonstrate greater facility following syntax rules and adjective agreement
- Make comparisons
- Recognize patterns in conjugating stem-changing verbs
- Write a 100-word paragraph about someone else's bedroom

Stage 2: Assessment Evidence

Assessments

Vocabulary Quiz

Formative: Written Test

vocabulary recognition quiz

Making Comparisons Quiz

Formative: Written Test

quiz about making comparisons (celebrities and personal characteristics)

Examen 6A

Summative: Other written assessments

Chapter test includes matching, fill-ins, listening, narrative writing and a speaking component

Teacher Observation

Formative: Other Visual Assessments

Students will respond to questions in the target language about *Pobre Ana* or other comprehensible input in the bedroom unit.

Nursery Rhyme

Formative: Dramatization

Students will stand and make appropriate gestures to match the prepositional phrases we are reciting in the target language.


Bedroom diagram

Summative: Personal Project

Student will make a scale diagram of his bedroom with all objects labelled in the target language.


Stage 3: Learning Plan

Learning Activities

- Read/listen to comprehensible input describing a teenager's bedroom
- Perform scripted dialogues
- Recite new vocabulary while pointing to images
- Act out a nursery rhyme to learn prepositions of location
- Make a color vocabulary list
- Handwrite new vocabulary
- Calculate room dimensions and scale factors
- Do independent vocabulary practice at  <http://www.Quizlet.com>
- Participate in team vocabulary contests [Quizlet Live!]
- Write answers to interview questions
- Analyze sample bedroom drawings and written descriptions

Resources

Suggested Resources:

- *Pobre Ana*, Blaine Ray Workshops & Command Performance Language Institute, 2014
- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- *Realidades*, - Video/Audio/Writing workbook, Pearson Prentice Hall, 2008
- *Realidades* DVD Program
- *Teacher's Resource Book (Para empezar-Tema 4)*, 2008
- *Realidades*, Assessment Program, Pearson Prentice Hall, 2008
- *Realidades*, TPR Stories, Pearson Prentice Hall, 2008
- *Realidades*, Guided Practice Activities Teacher's Guide, Pearson Prentice Hall, 2008
- *Realidades*, Audio Program, Pearson Prentice Hall, 2008
- *Realidades*, PresentationEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades*, TeacherEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades*, Guided Practice Audio CD, Pearson Prentice Hall, 2008
- Examples of students' bedroom drawings and written descriptions
-  <http://www.Quizlet.com>

 www.quizlet.com

 www.khanacademy.org



The House

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).

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.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

1. The verb *Estar* is used to tell where someone or something is located.
2. Houses are quite different across cultures.
3. In Spanish-speaking countries the first floor is called the ground floor.
4. Prepositions are essential to talk about where things and people are located.
5. The present progressive verb tense is used to talk about what is happening right now.

Essential Questions

1. How do I talk about where I live?
2. How do I identify and describe rooms in a house?
3. How do I talk about objects and activities associated with specific rooms?
4. How do I talk about household chores and give commands?
5. What verb tense do I use to talk about events that are happening right now?

Content

- Vocabulary for rooms in a house and furniture
- Vocabulary about household chores
- Conjugation of the verb *VIVIR*
- How to form affirmative commands
- How to form the present progressive verb tense
- "Cantaclara" (a modern retelling of the story of Cinderella)

Skills

- recognize affirmative commands in written and spoken text
- form affirmative commands
- identify and describe the different rooms in a house
- identify and describe the furniture and objects found in each room
- compare the cultural differences between homes in the US vs. those of Mexico or other Spanish-speaking countries
- write/talk about where things are located
- recognize the present progressive verb tense in written and spoken text
- form the present progressive verb tense and apply it correctly
- act out chores
- perform scripted dialogues
- read/listen to various types of Spanish text
- interpret a real estate advertisement
- answer spontaneous questions in Spanish about various texts in this Unit

Stage 2: Assessment Evidence

Assessments

Vocabulary Quiz

Formative: Written Test

vocabulary recognition quiz

Affirmative Commands Quiz

Formative: Written Test

Students will interpret text to develop appropriate affirmative commands.

Present Progressive Quiz

Formative: Written Test

Students will correctly form the present progressive verb tense to tell what people are doing in a picture.

Examen 6B

Summative: Other written assessments

Chapter test includes matching, fill-ins, T-F, listening, and narrative writing

Teacher Observation

Formative: Other Visual Assessments

Students will ask and respond to questions in the target language.

Stage 3: Learning Plan

Learning Activities

- read/listen to comprehensible input about rooms in a house and household chores
- practice vocabulary on Quizlet
- play charades to act out chores
- display correct physical response to audio input
- complete a cut-and-paste activity to place specific objects in each room of a house
- find affirmative tú commands in written instructions throughout the textbook
- speak and write about where things are located
- read a retelling of Cinderella called "Cantaclara"
- tell someone to do a chore
- draw/write about what people are doing right now

Resources

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- *Realidades*, TeacherEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades*, Guided Practice Audio CD, Pearson Prentice Hall, 2008
- *Patricia va a California*, Blaine Ray Workshops & Command Performance Language Institute, year?
- *Teacher's Guide for Spanish I Novels*, Blaine Ray Workshops & Command Performance Language Institute, 2011
- Señor Jordan videos about the house and chores
- *Call Me Maybe*, video about the present progressive

 www.YouTube.com

 www.quizlet.com



Clothes and Shopping

Collaboration

Stage 1: Desired Results

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NJ: Novice-Mid

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-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

1. Latin American designers have contributed much to the current fashion scene.
2. Demonstrative adjectives are used to point out nouns.
3. There are different perspectives about clothing across cultures.
4. There are various currencies used around the world and prices for things vary greatly.
5. The salesperson-customer relationship is formal (*usted*).

Essential Questions

1. How do I talk about clothing?
2. How do I talk about shopping, money, and prices?
3. How do I express desires and preferences?
4. How do I interact with salespeople in stores?

Content

- Vocabulary about clothing, shoes, personal accessories
- Vocabulary about stores, money and shopping
- Numbers 200 - 1000
- Verb conjugations for more stem-changing verbs [*Pensar, Querer, Preferir*]
- Demonstrative adjectives

Skills

- Talk about shopping for clothes
- Discuss how clothes fit and how much they cost.
- Ask and tell what you or others plan to do.
- Ask and tell what you or others want and prefer
- Point things out using demonstrative adjectives.
- Consider and apply rubrics for writing and speaking
- Develop dialogues with their peers incorporating the vocabulary and grammar structures in this Unit.

Stage 2: Assessment Evidence

Assessments

Vocabulary Quiz

Formative: Written Test

Students will recognize vocabulary for this Unit in context.

Teacher Observation

Formative: Other Visual Assessments

Students will respond to questions in the target language about content in this Unit.

Examen 7A

Summative: Other written assessments

Chapter test includes matching, fill-ins, listening comprehension, and narrative writing.

Stage 3: Learning Plan

Learning Activities

- read/listen to comprehensible input about shopping and clothes
- read/listen/view a videohistoria
- speak and write about what people are wearing
- role-play customer and salesperson
- listen and write Spanish text
- ask how much something costs

Resources

Suggested Resources:

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- *Realidades*, - Video/Audio/Writing workbook, Pearson Prentice Hall, 2008
- *Realidades* DVD Program

- conduct an in-class fashion show
- plan clothing purchases within a set budget

- Teacher's Resource Book (Para empezar-Tema 4), 2008
- *Realidades*, Assessment Program, Pearson Prentice Hall, 2008
- *Realidades*, TPR Stories, Pearson Prentice Hall, 2008
- *Realidades*, Guided Practice Activities Teacher's Guide, Pearson Prentice Hall, 2008
- *Realidades*, Audio Program, Pearson Prentice Hall, 2008
- *Realidades*, PresentationEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades*, TeacherEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades*, Guided Practice Audio CD, Pearson Prentice Hall, 2008
- *Billy la bufanda* video and supplementary materials
- advertisements in target language

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