

Cedar Grove School District

Cedar Grove, NJ

2017 | **Grade 3**

World Language:

Spanish

Revised 2017

Approved by the Cedar Grove Board of Education

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World Language

Spanish – Grade 3

Course Description

The World Language course in Grade Three offers students an introduction to the Spanish language and Spanish/Hispanic culture. 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

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.

World Language Spanish – Grade 3 Course Calendar

| Unit: | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | | | | |
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| Review Greetings and Family Members | █ | | | | | | | | | | | | | | |
| Review Farm and Domestic Animals | | | █ | | | | | | | | | | | | |
| Review Los Sentimientos and Sizes | | | | █ | | | | | | | | | | | |
| Classroom Objects | | | | | █ | | | | | | | | | | |
| Classroom Objects II | | | | | | █ | | | | | | | | | |
| Rooms of the House | | | | | | █ | | | | | | | | | |
| Rooms of the House and Household Items | | | | | | | █ | | | | | | | | |
| Food | | | | | | | | █ | | | | | | | |
| Food II | | | | | | | | | █ | | | | | | |
| Spanish Countries: Spain and Mexico | | | | | | | | | | █ | | | | | |

**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/>



Review Greetings and Family Members

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.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

- Students will be able to create/engage in a basic conversation using previously learned greetings and farewells.
- Students will be able to incorporate polite words/expressions in daily conversation.
- Students will be able to state the relationship of the members of their families.
- Students will be able to utilize the irregular verb *tener* when discussing the members of their families.

Essential Questions

- Are the students able to create/engage in a basic conversation using previously learned greetings and farewells?
- Are the students using polite words/expressions in their daily conversations?
- ¿Cuántas personas tienes en tu familia? (How many people are in your family?)
- ¿Tienes hermanos? (Do you have siblings?)
- ¿Cómo se llama...? (Names of their relatives)

Content

- Review of greetings/farewells
- Review expressions that continue to promote good manners and politeness
- Review members of the family
- Review the verb *tener*

Skills

- Utilize greetings/farewells in basic conversation
- Create/engage a basic conversation using previously learned greetings/farewells
- Incorporate polite words/expressions in daily conversation
- Recognize *la familia* vocabulary words
- Discuss/describe *la familia*
- Utilize the irregular verb *tener*

Stage 2: Assessment Evidence

Assessments

Group Skit

Formative: Oral Report

Teachers break the class up into small groups of three or four students. They are to create a fifteen to twenty line skit using greetings and farewells (and any other previously learned vocabulary). All skits must be typed and proofread (include stage directions and props as well). Each group member receives their own typed script. The teacher gets a proofread script the day of presentation in front of the class.

"La Familia" Project

Formative: Personal Project

Students are to create a family tree using the *la familia* vocabulary words. They are to be completed on poster board. All projects are to be colored and include pictures (drawings or actual photographs of family members). All family members must be labeled using Spanish vocabulary words. Projects will be presented and displayed in the hallway.

Stage 3: Learning Plan

Learning Activities

Suggested Activities

Resources

Suggested Resources

- Engage in classroom conversation using the target language
- Label members of *la familia* using vocabulary words in the target language
- Create a skit using greetings/farewells in groups
- Create a family tree project using *la familia* vocabulary
- Respond to questions in the target language about their *familia*

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

Websites

-  <http://www.Youtube.com>
-  <http://www.enchantedlearning.com>



Review Farm and Domestic Animals

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

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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.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

- Students will be able to recognize previously learned vocabulary about *los animales de granja* (farm animals) and *las mascotas* (pets).
- Students will be able to describe *los animales de granja* (farm animals) and *las mascotas* (pets) using previously learned adjectives/colors in the target language.
- Students will be able to discuss local *animales* from a variety of Spanish speaking countries.

Essential Questions

- ¿Tienes una mascota? (Do you have a pet?)
- What types of *animales de granja* are found in New Jersey?
- What types of *animales* are found in Spanish speaking countries of North America? South America? Europe? Africa?
- Can you physically describe an *animale* in Spanish using colors and adjectives?

Content

- Review of *los animales de granja* (farm animals)
- Review of *las mascotas* (pets)
- Description of *animales* in Spanish using adjectives and colors
- Discussion on *animales* of Spanish speaking countries from around the world

Skills

- Recognize the vocabulary words for *los animales de granja* (farm animals) and *las mascotas* (pets)
- Describe *los animales de granja* (farm animals) and *las mascotas* (pets) using adjectives and colors in the target language
- Talk about their own *mascotas*
- Research different animals from the Spanish speaking countries from around the world

Stage 2: Assessment Evidence

Assessments

MI Mascota (My Pet)

Formative: Personal Project

Students are to write five to ten lines describing a household pet that they have (or wish to have). They are to include a picture, as well as a proofread, typed paragraph. To be completed in Spanish. Spanish/English dictionaries may be used.

Animals of Spanish Speaking Countries

Summative: Personal Project

Each student will be assigned a Spanish speaking country. They are to research animals native to that country, and choose one to create a poster. They are to include pictures and facts. To be completed in English.

Stage 3: Learning Plan

Learning Activities

Suggested Activities

Resources

Suggested Resources

- Review *los animales de granja* (farm animals) and *las mascotas* (pets)
- Describe *animales* in Spanish using adjectives and colors
- Discussion about *Mi Mascota* (My Pet)
- Research animals of Spanish speaking countries

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Websites

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Review Los Sentimientos and Sizes

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

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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.

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C. Presentational Mode

Linguistic:

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

Enduring Understandings

- Students will be able to express their feelings/emotions in the target language.
- Students will be able to recognize *los sentimientos* (emotions) in the target language.
- Students will be able to utilize the irregular verb *estar* when talking about *los sentimientos* (emotions).
- Students will be able to describe *los tamaños* (sizes) of subjects in the target language.

Essential Questions

- ¿Cómo estás? (how are you feeling?)
- ¿Cómo está...? (how is...?) *talking about another person/object*
- ¿Cuál es el tamaño de/del/de la...? (Talking about the sizes of people/objects)

Content

Review of *los sentimientos* (emotions)
 Review of *los tamaños* (sizes) of objects/people
 Create/engage in conversation using the irregular verb, *estar*, when talking about emotions/feelings
 Describe the size of a person/object in the target language

Skills

Recognize previously learned *sentimientos* (emotions) and *tamaños* (sizes)
 Utilize the irregular verb, *estar*, when talking about feelings/emotions
 Express how one is feeling using the verb, *estar*, and *los sentimientos*
 Ask how someone is feeling in the target language
 Describe the *tamaño* of a person/object in the target language

Stage 2: Assessment Evidence

Assessments

Los Sentimientos

Formative: Personal Project

Students can create a poster board depicting the different *sentimientos*. They can use any form of depiction that they choose (real people/cartoons/animals/etc.). They must make sure to label each of the *sentimientos* in the target language.

Stage 3: Learning Plan

Learning Activities

Suggested Activities

- *Los Sentimientos* personal project
- Question/Answer activities involving *los sentimientos* (emotions)/*los tamaños* (sizes)
- Paired/group skits involving *los sentimientos/los tamaños*
- Pictionary with *los sentimientos/tamaños*

Resources

Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
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Websites

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Classroom Objects

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

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Enduring Understandings

- Students will be able to recognize *la sala de clase* (classroom) vocabulary in the target language.
- Students will be able to label a *sala de clase* using the new vocabulary in the target language.
- Students will be able to comprehend definite/indefinite articles.
- Students will be able to label nouns in the target language with the correct definite/indefinite articles.
- Students will utilize the phrases *hay* (there is/are) and *no hay* (there isn't/aren't) in classroom conversation.

Essential Questions

- Can you describe your *sala de clase* using the new vocabulary words?
- What is a definite article? Indefinite article?
- How do you know if a noun is *masculine* or *feminine*? *Singular* or *plural*?

Content

- Definite/indefinite articles in the target language
- The concept of *masculine/feminine* genders for nouns in the target language
- *La sala de clase* (classroom) vocabulary in the target language
- The phrases *hay*(there is/are) and *no hay*(there isn't/aren't)

Skills

- Label nouns in the target language according to gender (masculine/feminine) and plurality using definite/indefinite articles
- Recognize *la sala de clase* (classroom)vocabulary in the target language
- Utilize *la sala de clase* vocabulary when describing one's class (class)
- Incorporate the phrases *hay/no hay* (there is/isn't and are/aren't) into classroom discussions

Stage 2: Assessment Evidence

Assessments

La Sala de Clase

Summative: Personal Project

Each student is to draw a classroom on poster board, and correctly label each classroom object in the target language using the new vocabulary words.

Stage 3: Learning Plan

Learning Activities

Suggested Activities

- Worksheet (fill-ins) *Definite/Indefinite* articles
- *Yo veo con mi ojo pequeño* (I spy with my little eye) game describing classroom objects in the target language
- *Pictionary*
- Worksheet (labeling) classroom objects in the target language
- *Hay/no hay* discussion involving classroom objects in the target language

Resources

Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
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Websites

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Classroom Objects II

Collaboration

Stage 1: Desired Results

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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

- Students will be able to recall previously learned vocabulary of *la sala de clase* (the classroom).
- Students will be able to recognize new vocabulary of *la sala de clase*.
- Students will be able to describe their classrooms using the new vocabulary in the target language using the phrases *hay/no hay* (there is/are and there isn't/aren't).
- Students will be able to label the new vocabulary using definite/indefinite articles according to gender/plurality.

Essential Questions

- ¿Qué hay en la sala de clase? (What's in the classroom?)
- What is the difference between definite/indefinite articles?
- How do you know if a noun in Spanish is masculine? feminine? singular? plural?

Content

- *La sala de clase* (classroom) vocabulary (continued)
- Review of definite/indefinite articles
- Review of gender/plurality of nouns
- Classroom discussion about *la sala de clase* (¿Qué hay/no hay?)
What's there? What's not there?

Skills

- Incorporate all vocabulary of *la sala de clase* in conversation
- Label all *la sala de clase* vocabulary using definite/indefinite articles according to gender/plurality
- Utilize the phrases *hay/no hay* (there is/are and there isn't/aren't) in conversation

Stage 2: Assessment Evidence

Assessments

La Sala de Clase II

Summative: Oral Report

The class will be formed into groups to create a 15-20 line skit about *la sala de clase* (the classroom). They are to incorporate all new vocabulary words in their scripts, not forgetting to use definite/indefinite articles and the phrases *hay/no hay*.

Stage 3: Learning Plan

Learning Activities

Suggested Activities

- Classroom discussion about *la sala de clase* (classroom) ¿Qué hay/no hay? (What's there?/What's not there?)
- Pictionary using *la sala de clase* vocabulary
- Worksheet- Writing short sentences describing the pictured classroom using the *la sala de clase* vocabulary, definite/indefinite articles and the phrases *hay/no hay*

Resources

Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

Websites

-  <http://www.Youtube.com>
-  <http://www.enchantedlearning.com>



Rooms of 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).
- 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.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

- Students will be able to recognize *la casa* (house) vocabulary in the target language.
- Students will be able to label *los cuartos de la casa* (the rooms of the house) using the new vocabulary in the target language.
- Students will be able to label the new vocabulary words using the correct definite/indefinite article according to gender/plurality.
- Students will be able to count *los cuartos de la casa* in the target language.

Essential Questions

- ¿Cuántos cuartos hay? How many rooms are there?
- ¿Cómo están los cuartos? How are the rooms (describing each room)
- What is the difference between a definite/indefinite article? (review)
- How do we know if a noun is masculine/feminine? Singular/plural? (review)

Content

- *Los cuartos de la casa* (the rooms of the house)
- Review of definite/indefinite articles
- Review of gender/plurality of nouns in the target language
- Counting in Spanish

Skills

- Label *los cuartos de la casa* using the new vocabulary
- Count *los cuartos de la casa* in Spanish
- Label *los cuartos de la casa* using the correct definite/indefinite article according to gender/plurality
- Describe *los cuartos de la casa* in the target language

Stage 2: Assessment Evidence

Assessments

La Casa

Summative: Visual Arts Project

Make a diorama (using a shoe box) of *un cuarto de la casa* (a room in the house). Students are to write ten sentences in Spanish describing *el cuarto*.

Stage 3: Learning Plan

Learning Activities

Suggested Activities

- Worksheet- Label *los cuartos de la casa*
- Pictionary using the new vocabulary *los cuartos de la casa*
- BINGO using the new vocabulary *los cuartos de la casa*
- Class discussion "¿Cómo está tu casa?" What's your house like?

Resources

Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

Websites

-  <http://www.Youtube.com>
-  <http://www.enchantedlearning.com>



Rooms of the House and Household Items

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.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

- Students will be able to continue labeling *los cuartos de la casa* in the target language.
- Students will be able to recognize household items in the target language.
- Students will be able to incorporate prepositional phrases in the target language when describing *la casa*.

Essential Questions

- ¿*Dónde está...*? (Where can you find these household items? Which *cuartos de la casa*?)
- ¿Cuál es el cuarto de la casa que está? (prepositional phrase questions in the target language)
- ¿Qué hay en...? (What's in *los cuartos de la casa*?) household items

Content

- *Los cuartos de la casa* (rooms of the house continued)
- Household items (furniture/appliances)
- Prepositional phrases

Skills

- Recognize the continued vocabulary *los cuartos de la casa* in the target language
- Label household items in the target language
- Place household items in their appropriate *cuarto de la casa*
- Incorporate prepositional phrases in classroom discussions about *los cuartos de la casa*

Stage 2: Assessment Evidence

Assessments

La Casa

Summative: Personal Project

Students will make a poster board floor plan of their house. They will include labels for all *cuartos de la casa* and household items in the target language.

Stage 3: Learning Plan

Learning Activities

Suggested Activities

- Worksheet *La Casa* labeling *los cuartos de la casa*/household items
- *Pictionary* using household items vocabulary in the target language
- *BINGO* using household items vocabulary in the target language

Resources

Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

Websites

-  <http://www.Youtube.com>
-  <http://www.enchantedlearning.com>



Food

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.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

- Students will be able to recognize *la comida* vocabulary.
- Students will be able to utilize the verb, *comer* (to eat).
- Students will be able to incorporate the phrases *me gusta(n)/no me gusta(n)* (I like/I don't like).
- Students will be able to discuss the three meals of the day, *el desayuno* (breakfast), *el almuerzo* (lunch) and *la cena* (dinner).

Essential Questions

- ¿*Qué te gusta comer? No te gusta comer?* (What do you like to eat? Not like to eat?)
- How do you conjugate the verb, *comer*?
- ¿*Qué te gusta comer en el desayuno? el almuerzo? la cena?* (What do you like to eat for breakfast? Lunch? Dinner?)

Content

- *La comida* vocabulary
- the verb, *comer* (to eat)
- the phrases *me gusta(n)/no me gusta(n)* (I like/I don't like)
- the three meals of the day: *el desayuno*, *el almuerzo*, *la cena*

Skills

Recognize *la comida* vocabulary
 Utilize the verb, *comer*
 Incorporate the phrases *me gusta(n)/no me gusta(n)* in classroom conversation
 Discuss the three meals *el desayuno*, *el almuerzo*, *la cena* in the target language

Stage 2: Assessment Evidence

Assessments

La Piramide de Alimentos

Summative: Personal Project

Students are to create the food pyramid. They are to use poster board, and label each food group in Spanish. They are to either draw pictures, or cut-out pictures from magazines/newspapers to fill in each of the categories. They are to also label each category's contents on a separate sheet of paper in Spanish.

Stage 3: Learning Plan

Learning Activities

Suggested Activities

- Worksheet *La comida*
- Pictionary using *la comida* vocabulary
- BINGO using *la comida* vocabulary
- Worksheet *Me gusta(n)/no me gusta(n)* (I like/I don't like)

Resources

Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

Websites

-  <http://www.Youtube.com>
-  <http://www.enchantedlearning.com>



Food II

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.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

- Students will be able to expand their *la comida* (food) vocabulary in the target language.
- Students will be able to create a dialogue using *la comida* vocabulary, *me gusta(n)/no me gusta(n)* (I like/I don't like) and the verb *comer* (to eat).
- Students will be able to place a basic food order at a restaurant in the target language.
- Students will be able to create a menu in the target language.

Essential Questions

- ¿Qué te gusta comer? (What do you like to eat?)
- ¿Qué no te gusta comer? (What do you not like to eat?)

Content

- *la comida* vocabulary (continued)
- review of *me gusta(n)/no me gusta(n)*
- review of the *comer*
- restaurant etiquette (how to order a meal in Spanish)
- create a menu (in Spanish)

Skills

- Recognize and recall old and new *la comida* vocabulary
- Create a dialogue involving *la comida* vocabulary, *me gusta(n)/no me gusta(n)* (I like/I don't like) and the verb *comer* (to eat)
- The ability to order a meal in the target language
- Create an original menu in the target language

Stage 2: Assessment Evidence

Assessments

Menu Project

Summative: Personal Project

Students are to create an original menu in Spanish. They must include appetizers, main courses, desserts and drinks (all in Spanish). They must also include prices and a creative cover to the menu. They may be typed or handwritten. Must be colored and proofread.

Stage 3: Learning Plan

Learning Activities

Suggested Activities

- Worksheet *la comida* (continued)
- Class discussion ¿Qué te gusta comer? (What do you like to eat?) and ¿Qué no te gusta comer? (What do you not like to eat?)
- Group skits (*la comida* vocabulary, *me gusta(n)/no me gusta(n)* (I like/I don't like) and the verb *comer* (to eat))
- Menu project

Resources

Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

Websites

-  <http://www.Youtube.com>
-  <http://www.enchantedlearning.com>



Spanish Countries: Spain and Mexico

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.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

- Students will be able to locate Spain and Mexico on a world map.
- Students will be able to discuss the geography of Spain and Mexico (capital, major cities, bordering countries/bodies of water/continent).
- Students will be able to explore the culture, customs and traditions of both Spain and Mexico.

Essential Questions

- Where is Spain located? Where is Mexico located?
- Are there any bordering countries? Bodies of water?
- Are they located on the same continent? Different continents?
- What are the countries' capitals?
- What do you know about the culture, customs and traditions?
- Can you name famous people from these two countries?

Content

- Geography of Spain and Mexico
- Culture/Customs/Traditions of Spain and Mexico
- Famous people from Spain and Mexico

Skills

- Locate Spain and Mexico on a world map
- Discuss the geography of Spain and Mexico
- Recognize the Spanish and Mexican flags
- Explore the culture, customs and traditions of both Spain and Mexico
- Name famous people from both Spain and Mexico

Stage 2: Assessment Evidence

Assessments

Travel Brochure

Summative: Personal Project

Students will create their own travel brochure for either Spain or Mexico. They will have to include pictures and travel information. This can be typed or neatly handwritten.

Stage 3: Learning Plan

Learning Activities

Suggested Activities

- PowerPoint presentations on Spain and Mexico (note taking)
- Worksheet on the major cities of Spain and Mexico (research each major city)
- Color the flag of both Spain and Mexico
- Class discussion on culture, customs and traditions (note taking/PowerPoint presentation)

Resources

Suggested Resources

- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- Teacher Created Worksheets

Websites

-  <http://www.Youtube.com>
-  <http://www.enchantedlearning.com>

