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| Unit: Food | Culture focus: Puerto Rico |
| <p>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.</p> | |
| <p>NJCCCS: 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 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. 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.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>NJSLS:</p> <ul style="list-style-type: none"> • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. | |
| <p>Big Ideas:</p> <ul style="list-style-type: none"> • Language is a product of culture. • Communication is the exchange of information and is used to create access to mutual understanding. | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How will learning about global communities and cultures help students make connections and draw comparisons? • Can students use Spanish to talk about family? • Can students compare cultural traditions in the United States with those in Puerto Rico? | <p>Enduring Understandings: Learning about cultures leads to greater understanding of one's identity and awareness and appreciation of others.</p> |
| <p>Knowledge, Skills, and Instructional Objectives: SWBAT:</p> <ul style="list-style-type: none"> • Talk about food, beverages, family members • Define and use the forms of <i>hacer</i>, regular –er and –ir verbs appropriately • Define and use <i>de</i> to show possession • Define and use possessive adjectives • Make comparisons • Describe some cultural traditions in Puerto Rico and Peru | |
| <p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • <u>Avancemos</u> textbook and workbook • <u>Avancemos Best Practices Toolkit</u> • CD listening activities • DVD clips | <p>Suggested Vocabulary: Food, beverages, family members, months, days of the week, numbers</p> |

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| <p>-Duolingo</p> | <p>Technology:</p> <ul style="list-style-type: none"> • Various internet resources • Document camera • CD player • Computer lab <p>8.1.8.A.2; 8.1.8.A.5</p> |
| <p>Recommended Instructional Activities:</p> <p>Whole Group</p> <ul style="list-style-type: none"> • Reading, writing, speaking, listening activities about family • Grammar reading, writing, speaking, listening activities about possessive adjectives, comparisons, –er and –ir verbs and <i>hacer</i> • Listening comprehension CD and DVD activities • Reading cultural topics about Puerto Rican mealtime traditions, elections in Paraguay, and <i>la quinceañera</i>. <p>Small Group</p> <ul style="list-style-type: none"> • Communication activities to talk about family members, age, the date, and relationships • Role-play mini-conversations with classmates • Peer review and study of vocabulary • Partner workbook and speaking activities | |
| <p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> • Internet practice activities • Research Puerto Rican music styles • Research typical foods in Spanish-speaking countries • Compare mealtime traditions and customs | |

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| <p>Cross-curricular Connections/Standards: Language Arts: RI.7.4.; W.7.2.; NJLSA.SL1. 21st Century Skills: CRP1; CPR4; CRP6</p> |
| <p>Suggested Assessments:</p> <ul style="list-style-type: none"> • Class participation • Teacher observation, informal assessment • Written and oral formal assessments throughout the unit |

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| <p>Unit: Clothing, shopping, and places around town</p> | <p>Culture focus: Spain</p> |
| <p>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.</p> | |
| <p>NJCCCS: 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in</p> | |

other content areas.

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.NH.C.3** Describe in writing people and things from the home and school environment.

NJSLS:

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

• **7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

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

Big Ideas:

- Language is a product of culture.
- Communication is the exchange of information and is used to create access to mutual understanding.

Essential Questions:

- How will learning about global communities and cultures help students make connections and draw comparisons? • Can students use Spanish to talk about clothing? • Could students use Spanish to go shopping?

Enduring Understandings:

Learning about cultures leads to greater understanding of one's identity and awareness and appreciation of others.

Knowledge, Skills, and Instructional Objectives:

SWBAT:

- Talk about what clothes you want to buy, order food from a menu, and describe places and events in town • Say what you wear in different seasons
- Use forms of the verbs *tener* and *ver* appropriately
- Use the formula *ir a* to tell about the near future
- Define stem-changing verbs and use them appropriately
- Define and use direct object pronouns

Instructional Materials/Resources:

- Avancemos textbook and workbook
- Avancemos Best Practices Toolkit
- CD listening activities
- DVD clips
- Duolingo

Suggested Vocabulary:

Shopping, clothing, *tener* expressions, places, items in a restaurant, vocabulary for ordering food

Technology:

- Various internet resources
 - Document camera
 - CD player
 - Computer lab
- 8.1.8.A.2; 8.1.8.A.5

Recommended Instructional Activities:

Whole Group

- Reading, writing, speaking, listening activities about shopping, clothing, ordering food, and describing places and events in town • Grammar reading, writing, speaking, listening activities about direct object pronouns, *tener* expressions, and stem-changing verbs • Listening comprehension CD and DVD activities
- Reading cultural topics about shopping in Spain, different climates, Surrealist artists, and elements of Chilean culture.

Small Group

- Communication activities to talk about what you want to buy and what you wear in different seasons
- Role-play mini-conversations with classmates
- Peer review and study of vocabulary
- Partner workbook and speaking activities

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| <p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> • Internet practice activities • Research <i>El Prado, La Plaza Mayor, El Retiro, Teatro de la Zarzuela</i> | |
| <p>Cross-curricular Connections/Standards: Language Arts: RI.7.4.; W.7.2.; NJLSA.SL1. 21st Century Skills: CRP1; CPR4; CRP6</p> | |
| <p>Suggested Assessments:</p> <ul style="list-style-type: none"> • Class participation • Teacher observation, informal assessment • Written and oral formal assessments throughout the unit | |

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| <p>Unit: Home and household items</p> | <p>Culture focus: Ecuador</p> |
| <p>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.</p> | |
| <p>NJCCCS: 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 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. 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.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>NJSLS:</p> <ul style="list-style-type: none"> • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. | |
| <p>Big Ideas:</p> <ul style="list-style-type: none"> • Language is a product of culture. | |

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| <ul style="list-style-type: none"> • Communication is the exchange of information and is used to create access to mutual understanding. | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How will learning about global communities and cultures help students make connections and draw comparisons? • Can students use Spanish to talk about their homes? | <p>Enduring Understandings: Learning about cultures leads to greater understanding of one's identity and awareness and appreciation of others.</p> |

Knowledge, Skills, and Instructional Objectives:**SWBAT:**

- Describe a house, household items, parties, and chores
- Use the verb *acabar* to tell what you just did
- Describe people and locations
- Use ordinal numbers appropriately to indicate the order of things
- Use affirmative *tú* commands
- Compare and contrast the verbs *ser* and *estar*

Instructional Materials/Resources:

- Avancemos textbook and workbook
- Avancemos Best Practices Toolkit
- CD listening activities
- DVD clips

Suggested Vocabulary:

Household items, rooms of the house, chores, parties

Technology:

- Various internet resources
- Document camera
- CD player
- Computer lab

8.1.8.A.2; 8.1.8.A.5

Recommended Instructional Activities:**Whole Group**

- Reading, writing, speaking, listening activities about a house, household items, parties, and chores
- Grammar reading, writing, speaking, listening activities about ordinal numbers, commands and the verbs *ser*, *estar*, and *acabar*
- Listening comprehension CD and DVD activities
- Reading cultural topics about Argentina, Ecuador, and Panamá

Small Group

- Communication activities to describe a house and household items, indicate the order of things, describe people and locations
- Role-play mini-conversations with classmates
- Peer review and study of vocabulary
- Partner workbook and speaking activities

Extension Strategies/Activities:

- Internet practice activities
- Research real estate in Quito, Ecuador

Cross-curricular Connections/Standards:**Language Arts:** RI.7.4.; W.7.2.; NJLSA.SL1.**21st Century Skills:** CRP1; CPR4; CRP6**Suggested Assessments:**

- Class participation
- Teacher observation, informal assessment
- Written and oral formal assessments throughout the unit

Unit: Sports and Health

Culture focus: The Dominican Republic

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.

NJCCCS:

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.

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

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.

7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

NJSLS:

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

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

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

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

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

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

Big Ideas: Language is a product of culture. Communication is the exchange of information and is used to create access to mutual understanding.

Essential Questions: How will learning about global communities and cultures help students make connections and draw comparisons? Can students use Spanish to talk about sports and staying healthy? Enduring Understandings: Learning about cultures leads to greater understanding of one's identity and awareness and appreciation of others.

Knowledge, Skills, and Instructional Objectives:

SWBAT: Talk about sports, parts of the body, and staying healthy Talk about whom you know and what you know Use –ar preterite verbs to tell what you did Define and use the verbs jugar and doler appropriately Compare and contrast the verbs saber and conocer Use the personal a Tell about sports in the Caribbean

Instructional Materials/Resources:

Avancemos textbook and workbook

Avancemos Best Practices Toolkit

CD listening activities

Video clips
Duolingo

Recommended Instructional Activities:

Whole Group

Reading and writing activities about sports and sport equipment
Grammar reading, writing, speaking, listening activities about the verbs jugar, saber, and conocer
Listening comprehension

Reading cultural topics about the Dominican Republic, Honduras, and Venezuela

Small Group

Create and share daily routines
Communication activities to talk about sports, whom you know and what you know
Role-play mini-conversations with classmates
Peer review and study of vocabulary

Extension Strategies/Activities:

Internet practice activities
Research baseball in the Dominican Republic

Cross-curricular Connections/Standards:

Language Arts: RI.8.4.; W.8.2.; NJLSA.SL1.

21st Century Skills: CRP1; CPR4; CRP6

Suggested Assessments: Class participation Teacher observation, informal assessment Written and oral formal assessments throughout the unit

Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan or I-Team Intervention Plan, and may include (but not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and /or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aide(s), auditory trainer, sound-field system(which may require teacher use of microphone)
- Be given a written lists of instructions
- Record a lesson, instead of taking notes

- Have another student share class notes with him
- Be given an outline of lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses to an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table or "math facts"

- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter paper
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

Get graded or assessed using a different standard than the one for classmates