



ESL
SCIENCE
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WORLD LANGUAGES
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FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: World Language

Course: Spanish

Grade Level: 7

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Jasmine Akauola, Program Supervisor: World Languages & ESL/Bilingual Programs K-12

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Subject/Course Title:
Spanish/Level 1
Grade 7

Date of Board Adoption:
August 27, 2024

RAHWAY PUBLIC SCHOOLS CURRICULUM

Spanish Grade 7

PACING GUIDE

Unit	Title	Pacing
1	<u>Daily Life - <i>Vida Diária</i></u>	10 weeks
2	<u>My Family and Friends - <i>Mi familia y amigos</i></u>	10 weeks
3	<u>My Community - <i>Mi comunidad</i></u>	10 weeks
4	<u>Around the World - <i>Alrededor del Mundo</i></u>	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide students with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining an agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign a peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book.

- Give students a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to students.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have students enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow students to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow students to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read questions to students to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: World Language - Spanish

Unit Title: Daily Life - *Vida Diária*

Target Course/Grade Level: Level 1 - 7th Grade Spanish

Unit Summary: In this unit, students will use the target language in the three modes of communication to discuss topics related to their daily lives. Students will be introduced to vocabulary by reading, speaking, and writing on topics such as daily routines, describing/expressing themselves, academics, hobbies, and their interests. Students will learn to understand and communicate by identifying and recognizing words and phrases in each given topic. Students will learn to make connections with themselves, others, their own community, and the targeted culture and language.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE: 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.

READING:

- 7.1.NM.A.1.** Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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 cultures.
- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WRITING:

- 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.IPERS.1** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.3** Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.5** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

SPEAKING AND LISTENING:

- 7.1.NM.PRSNT.1** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.4** Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.6** Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NM.IPERS.4** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.IML.3** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- 9.4.2.TL.6** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.8.IML.12** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.12.CI.1** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

Interdisciplinary Connections and Standards:

Social Studies:

- 6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

Unit Understandings:

Students will understand that...

- Daily routines are essential in their daily lives.
- There are people in our community whose daily lives are different from others. **(LGBTQ/D)** **(AAH)** **(HG)** **(AAPI)**
- It's important to understand other cultures and their daily routines/lives.
- There are different daily routines such as morning, eating times, day to day activities, night routine, by applying Spanish details words/phrases.

Unit Essential Questions:

- What are my daily routines?
- How are my daily routines important to me and my family?
- What comparisons can you draw between other people and yourself?
- How can I best describe myself and my daily routines? **(LGBTQ/D)** **(AAH)** **(HG)** **(AAPI)**

Knowledge and Skills:

Students will know...

- Sequencing in Spanish *primero, luego, antes de, después de, finalmente*
- Regular verbs, *correr, bailar, caminar, dormir, comer, peinar*
- Irregular verbs, *ser, haber, estar, tener,*
- Differences between their daily lives and those of other cultures. **(LGBTQ/D)** **(AAH)** **(HG)** **(AAPI)**
- Routines they have in school.

- Routines they have at home *en la casa* _____
- Routines they have based on hobbies and interests *me gusta hacer* _____
- Descriptive adjectives to describe themselves and others (LGBTQ/D) (AAH) (HG) (AAPI)
- Descriptive adverbs and adjectives to describe routines and hobbies.
- House routine vocabulary, *cocinar, comer, dormir, leer, hacer, limpiar, poner, regar, sacar*

Students will be able to...

- Recognize familiar daily routine vocabulary words used in speaking and writing using sequencing, *primero, luego, antes de, después de, finalmente*
- Comprehend an understanding of daily routines in the targeted language on simple commands given, *¿Qué está haciendo? ¿Dónde está? Estoy..*
- Construct simple phrases utilizing daily routine vocabulary words.
- Understand and communicate in the targeted language words or phrases from a given text.
- Explain and demonstrate an understanding of describing themselves and others in the targeted language. (LGBTQ/D) (AAH) (HG) (AAPI)
- Ask and respond to simple questions using words and phrases in the targeted language.
- Compare and contrast their daily routines with other students in their classroom.
- Match pictures to vocabulary words representing daily routines.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative assessments:
 - Exit Tickets
 - Do Now questions
 - Jeopardy games
 - Quizlet
 - Kahoot
 - Padlet
 - Graphic organizers
- Summative assessments:
 - Tests - Integrated Performance Assessments
 - Quizzes - vocabulary, context, modes of communication to demonstrate learning
 - Projects - Google slides presentations on students “Daily Routines” adding descriptive words/phrases and images. Working in pairs or small groups to write daily routines of their choice on poster board paper. Completing a storyboard presentation on daily routines.
 - Interview assessment, interview a family member or friend on their daily routines, using vocabulary context and illustrations.
 - Speaking assessment by reciting daily routines aloud individually, with a partner, or in small groups.

- End of unit assessment - students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive listening - students will hear and listen to simple school and household routine vocabulary words and phrases.
 - Interpretive reading - students will read short phrases and vocabulary words to match given pictures. Students will read simple sentences and draw pictures to best match and describe the given text.
 - Interpersonal speaking - students will work in pairs or small groups to describe their daily routines using vocabulary task cards and/or pictures. Students will converse with others to find similarities and differences within their cultural daily routines.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)
 - Creating a poster to illustrate the different types of daily routines (morning, night, day to day, basic spanish daily routines).
 - Match pictures with appropriate captions/phrases.
 - Listening to simple vocabulary words and phrases and following a guide/images.
 - Retell a simple story after reading or listening to the passage.
 - Draw and/or label pictures to match the appropriate sentences/phrases.
 - Use a checklist during a listening activity to illustrate comprehension.
 - Creating a storyboard utilizing daily routine action phrases.
 - Fill in the blank questionnaire.
 - Use TPR to show understanding of daily routine vocabulary and/or phrases.
 - Students can interpret what their peers are saying as they present in class (mock daily routines).
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Develop simple conversations to introduce daily routines to students.
 - Give a survey to students on what their daily routines look like.
 - Discuss and converse the differences and similarities between two different daily routine photos.
 - Students can discuss daily routines using Flipgrid
 - Describing a picture, person, object, etc. either individually or in pairs.
 - Working in pairs or small groups to compare and contrast.
 - Working in pairs or small groups to create simple phrases to construct a daily routines list.
 - Give/follow simple directions.
 - Using flashcards to match images to vocabulary/phrases.
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
 - “I do, you do, we do” verbally repeating aloud simple daily routines/vocabulary words.
 - Presenting presentations to explain and demonstrate commands with illustrations.
 - Performing TPR with pairs or small groups to show understanding of daily routine actions.
 - Giving a daily routines list and sharing with peers.
 - Labeling images around the classroom.
 - Role-playing daily routines.

- Students can make their own social media account to describe action routines throughout their daily lives.
 - Make a comic strip describing a persons' daily routine (school, house, activities, etc.)
 - Utilizing ChatGPT to create engaging do now activities on daily routines.
 - Padlet, students can engage in meaningful conversations.
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Comparing and contrasting cultural daily routines using a venn diagram independently and/or in small groups.
 - Creating a poster board that demonstrates cultural daily routines.
 - Role-playing a skit to present daily routines using actions.
 - Playing games in the targeted language.
 - Playing Kahoot in the targeted language to show demonstration in the targeted language.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and supplemental activities
- Internet resources
- Quizlet
- Kahoot
- TED Talk
- Adióstextbook.com
- Spanishlearninglab.com
- Flipgrid.com
- ChatGPT
- Padlet

Equipment Needed:

- Computer with internet access and speakers
- Projector/Smartboard
- Maps
- Computers or Chromebooks
- Whiteboard and markers
- Classroom essential materials
- Google Classroom

UNIT OVERVIEW

Content Area: World Language - Spanish

Unit Title: My Family and Friends - *Mi familia y amigos*

Target Course/Grade Level: Level 1 - 7th Grade Spanish

Unit Summary: In this unit, students will use the target language in the three modes of communication to discuss topics related to their family and friends. Students will be introduced to vocabulary by reading, speaking, and writing on topics such as their family members, pets, friends, and their hobbies. Students will learn to understand and communicate by identifying and recognizing words and phrases in each given topic. The unit will also cover basic grammatical concepts such as masculine/feminine nouns and adjectives. Students will learn to make connections with themselves, their home community, and their peers. Students will be able to compare and contrast vocabulary terms they like and dislike while discussing topics on animals and/or pets.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE: 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.

READING:

- 7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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 cultures.
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WRITING:

- 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.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.3 Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.5 Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

SPEAKING AND LISTENING:

- 7.1.NM.PRSNT.1** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.4** Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.6** Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NM.IPERS.4** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.IML.3** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- 9.4.2.TL.6** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.8.IML.12** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.12.CI.1** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

Interdisciplinary Connections and Standards:

Social Studies:

- 6.1.12.HistorySE.2.a:** Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

Unit Understandings:

Students will understand that...

- Different cultures have different household family members and norms. **(LGBTQ/D) (AAH) (HG) (AAPI)**
- Certain animals are considered pets and other animals are not.
- Different cultures eat certain foods based on economic situation or geographical location.
- It's important to acknowledge certain family members and their roles.
- They may have similarities and differences between their family and friends. **(LGBTQ/D) (AAH) (HG) (AAPI)**

Unit Essential Questions:

- How is my family unique and/or different to my peers? **(LGBTQ/D) (AAH) (HG) (AAPI)**
- What cultural norms does my family follow?
- What are some important aspects of family values?
- What are household expectations?

Knowledge and Skills:

Students will know...

- How to describe their family members using vocabulary terms taught in class *hermana, hermano, abuela, abuelo, mamá, papá, etc.*

- Family vocabulary terms and phrases, *Yo tengo dos hermanas. En mi familia ____.*
- Animal/pets and friend vocabulary words *perro/a, gato, pescado, pájaro, amigo/a, amigos, amigas etc.*
- How to use proper grammatical terms that are feminine and masculine to describe people in their family and friends *feminine: amiga, masculine: amigo (LGBTQ/D) (AAH) (HG) (AAPT)*
- What type of food is used in their culture and other cultures, *traditional dishes, platos tradicionales.*

Students will be able to...

- Identify and recognize members in their family vocabulary words used in speaking and writing *hermana, hermano, abuela, abuelo, mamá, papá, etc.*
- Identify and recognize friends and pets vocabulary words using in speaking and writing *perro/a, gato, pescado, pájaro, amigo/a, amigos, amigas etc.*
- Comprehend an understanding of who are family members in the targeted language on simple commands given, *¿Quién es parte de tu familia? ¿Tienes un hermano o hermana? ¿De dónde es tu familia? ¿Qué cultura practican? ¿Cómo valoras a tu familia? ¿Tienes mascota?*
- Construct simple phrases utilizing family vocabulary words, *Mi hermano se llama ____, tiene ____ años, le gusta ____.*
- Explain and demonstrate an understanding of describing themselves and others in the targeted language *Mi familia es de _____. Nosotros hablamos _____.*
- Match pictures to vocabulary words representing friends and pets.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative assessments:
 - Exit Tickets
 - Do Now questions
 - Jeopardy games
 - Quizlet
 - Kahoot
 - Padlet
 - Graphic organizers
- Summative assessments:
 - Tests - Integrated Performance Assessments
 - Quizzes - vocabulary, context, modes of communication to demonstrate learning
 - Projects - Google slides presentations on students “Family/Familia” adding descriptive words/phrases and images. Working in pairs or small groups to write who is a part of their family on poster board paper and adding images. Completing a storyboard presentation on friends.
 - Interview assessment, interview a friend and discuss how their family culture is similar and different using vocabulary context and illustrations.

- Speaking assessment by reciting all the possible family members in their household aloud individually, with a partner, or in small groups.
- End of unit assessment - students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive listening - students will hear and listen to simple regular and irregular verbs/action vocabulary words and phrases.
 - Interpretive reading - students will read short phrases and vocabulary words to match given pictures. Students will read simple sentences and draw pictures to best match and describe the given text.
 - Interpersonal speaking - students will work in pairs or small groups to describe pets in their life using vocabulary task cards and/or pictures. If they do not have a pet, which one would they wish for and why? Students will converse with others to find similarities and differences within their households' culture/family.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)
 - Creating a poster to illustrate the different people in their household (*mom, dad, stepfather, stepmother, grandma, grandpa, sister, brother, pets, etc.*)
 - Match pictures with appropriate captions/phrases.
 - Listening to simple vocabulary words and phrases and following a guide/images.
 - Retell a simple story after reading or listening to the passage.
 - Draw and/or label pictures to match the appropriate sentences/phrases.
 - Use a checklist during a listening activity to illustrate comprehension.
 - Creating a storyboard utilizing regular and irregular action phrases.
 - Fill in the blank questionnaire.
 - Use TPR to show understanding of vocabulary and/or phrases.
 - Students can interpret what their peers are saying as they present in class (*mock a family skit*).
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Develop simple conversations to introduce their friends to others.
 - Give a survey to students on what their family size looks like.
 - Discuss and converse the differences and similarities between two different family photos from different cultures/countries.
 - Students can discuss their family members and/or friends using Flipgrid.
 - Describing a picture, person, object, etc. either individually or in pairs.
 - Working in pairs or small groups to compare and contrast.
 - Working in pairs or small groups to create simple phrases to construct a pets list.
 - Give/follow simple directions.
 - Using flashcards to match images to vocabulary/phrases.
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
 - "I do, you do, we do" verbally repeating aloud simple hobbies and interests to do with your family and friends.
 - Presenting presentations to explain and demonstrate commands with illustrations.
 - Designing a Google slides presentation to explain their family's traditional food and norms.

- Making a menu of food dishes that are made in a household.
 - Giving a list of family members and sharing with peers.
 - Giving a list of household pets and sharing with peers.
 - Labeling images of places in a house *la habitación, la cocina, la sala, el baño, etc.*
 - Students can make their own social media account to describe personality and physical traits of their family members.
 - Make a family tree poster.
 - Utilizing ChatGPT to create engaging do now activities on different types of families we see in our culture.
 - Padlet, students can engage in meaningful conversations.
 - Reviewing vocabulary terms and phrases on Kahoot.
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Comparing and contrasting cultural family sizes and members using a venn diagram independently and/or in small groups.
 - Creating a poster board that demonstrates cultural norms and cultural food.
 - Role-playing a skit to present understanding.
 - Playing games in the targeted language.
 - Playing Kahoot in the targeted language to show demonstration in the targeted language.

** Example Unit from Adiós textbook, “*Viviendo con Mascotas*” – Identifying and describing pets in a household and other pets living in other homes in Hispanic cultures. Students can compare and contrast pets in their families with their peers using descriptive details in the targeted language.

<https://www.adiostextbook.com/spanish/mascotas/>

** Example Unit from Adiós textbook, “*Nuevos amigos en la escuela*” – How to introduce yourselves to new friends in school. Students will learn greetings and saying goodbye in the targeted language, verbally speaking about feelings, school, friends and teachers.

<https://www.adiostextbook.com/spanish/amigos-escuela/>

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and supplemental activities
- Internet resources
- Quizlet
- Kahoot
- TED Talk
- Adiostextbook.com
- Spanishlearninglab.com
- Flipgrid.com
- ChatGPT
- Padlet

Equipment Needed:

- Computer with internet access and speakers
- Projector/Smartboard
- Maps
- Computers or Chromebooks
- Whiteboard and markers
- Classroom essential materials
- Google Classroom

UNIT OVERVIEW

Content Area: World Language - Spanish

Unit Title: My Community - *Mi comunidad*

Target Course/Grade Level: Level 1 - 7th Grade Spanish

Unit Summary: In this unit, students will use the target language in the three modes of communication to discuss topics related to their community. Students will be introduced to vocabulary by reading, speaking, and writing on topics such as communities in other countries, communities in Hispanic countries, their own community, and the roles in their community. Students will learn to understand and communicate by identifying and recognizing words and phrases in each given topic. Students will learn to make connections with themselves, others, their own community, and the targeted culture and language.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE: 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.

READING:

- 7.1.NM.A.1.** Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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 cultures.
- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WRITING:

- 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.IPERS.1** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.3** Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.5** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

SPEAKING AND LISTENING:

7.1.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.6 Name and label tangible cultural products associated with climate change in the target language regions of the world.

7.1.NM.IPERS.4 Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

Career Readiness, Life Literacies, and Key Skills:

9.4.2.IML.3 Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.8.IML.12 Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

Interdisciplinary Connections and Standards:

Social Studies:

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

Unit Understandings:

Students will understand that...

- Every community is unique in its own way by representing clothing, weather, culture, values, and norms.
- There are different people that represent and are accepted in a community. **(LGBTQ/D) (AAH) (HG) (AAPI)**
- There are rules and expectations that need to be followed in a community by all individuals.
- Many factors play a role in a community and make up a community.

Unit Essential Questions:

- What are my cultural norms in my community?
- What does my community value?
- What benefits do I bring to my community?
- How is my community different from other countries that speak the target language?
- How can I have a better impact on my community?

Knowledge and Skills:

Students will know...

- What makes up a community (*landmarks, attractions, people, culture, language, etc.*)
- How other communities in Spanish speaking countries are like and what is valued.
- Who is a part of a community and what are their norms and values. **(LGBTQ/D) (AAH) (HG) (AAPI)**

- Accepting different people in a community and learning about their culture. *(LGBTQ/D) (AAH) (HG) (AAPI)*
- Expressing in descriptive adjectives.
- Community vocabulary in the targeted language.
- How to express their role in their community in the targeted language.
- How to use verbs and adjectives correctly in sentences in the targeted language.

Students will be able to...

- Label and identify landmarks in their community in the targeted language (hospital, police station, fire station, post office, train station, school, store, supermarket, etc.)
- Compare and contrast different cultures in different communities.
- Write descriptive short phrases and words in the targeted language to describe their community and others.
- Explain and demonstrate an understanding of describing themselves and others in the targeted language *En mi comunidad yo _____ . En mi comunidad está _____ .*
- Comprehend an understanding of who makes up a community in the targeted language on simple commands given, *¿Quién compone en tu comunidad? ¿Quiénes son los trabajadores en tu comunidad? ¿Qué ves en tu comunidad?*
- Construct simple phrases utilizing community vocabulary words, *El cartero _____ . La policía _____ . El parque está _____ . El hospital está _____ .* etc.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative assessments:
 - Exit Tickets
 - Do Now questions
 - Jeopardy games
 - Quizlet
 - Kahoot
 - Padlet
 - Graphic organizers
- Summative assessments:
 - Tests - Integrated Performance Assessments
 - Quizzes - vocabulary, context, modes of communication to demonstrate learning
 - Projects - Google slides presentations on students “Community” adding descriptive words/phrases and images. Working in pairs or small groups to write landmarks in their community on poster board paper. Completing a storyboard presentation on careers in their community in the target language.
 - Interview assessment, interview a member in their community (*could be someone who works in their school*), using vocabulary context and illustrations.

- Speaking assessment by reciting community vocabulary terms/phrases aloud individually, with a partner, or in small groups.
- End of unit assessment - students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive listening - students will hear and listen to simple community vocabulary words and phrases.
 - Interpretive reading - students will read short phrases and vocabulary words to match given pictures. Students will read simple sentences and draw pictures to best match and describe the given text.
 - Interpersonal speaking - students will work in pairs or small groups to describe their own community and the community of Hispanic cultures using vocabulary task cards and/or pictures. Students will converse with others to find similarities and differences within their cultural community.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)
 - Creating a poster to illustrate the different types of community helpers in your town (policía, bombero, maestro, cartero/cartera).
 - Match pictures with appropriate captions/phrases.
 - Listening to simple vocabulary words and phrases and following a guide/images.
 - Retell a simple story after reading or listening to the passage.
 - Draw and/or label pictures to match the appropriate sentences/phrases.
 - Use a checklist during a listening activity to illustrate comprehension.
 - Creating a storyboard utilizing community and cultural community phrases.
 - Fill in the blank questionnaire.
 - Use TPR to show understanding of community helpers and landmark vocabulary and/or phrases.
 - Students can interpret what their peers are saying as they present in class (mock a skit for people in your community).
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Develop simple conversations to introduce what is a community and what does a community look like to students.
 - Give a survey to students on what their community looks like.
 - Discuss and converse the differences and similarities between two different cultural communities photos.
 - Students can discuss how they are important to their community using Flipgrid
 - Describing a picture, person, object, etc. either individually or in pairs.
 - Working in pairs or small groups to compare and contrast.
 - Working in pairs or small groups to create simple phrases to construct cultural values/norms presented in their community.
 - Give/follow simple directions.
 - Using flashcards to match images to vocabulary/phrases.
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
 - “I do, you do, we do” verbally repeating aloud community vocabulary words.
 - Presenting presentations to explain and demonstrate commands with illustrations.

- Performing TPR with pairs or small groups to show understanding of values and norms in different communities in Hispanic cultures.
 - Giving a list of landmarks within the community and sharing with peers.
 - Labeling images around Rahway's community.
 - Students can make their own social media account to describe community action words/phrases.
 - Making a social media platform on how to better their community.
 - Make a comic strip describing a person 's daily community routine (*ir a la cafetería, ir al correo, ir al mercado de alimentos, ir a la biblioteca etc.*)
 - Utilizing ChatGPT to create engaging do now activities in the community they live in.
 - Padlet, students can engage in meaningful conversations.
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Comparing and contrasting students' own community with a community in a different county using a venn diagram independently and/or in small groups.
 - Creating a poster board that demonstrates different types of communities, what is most valued in a community, and what you see in your community.
 - Role-playing a skit to present community helpers and their roles.
 - Playing games in the targeted language.
 - Playing Kahoot in the targeted language to show demonstration in the targeted language.

**Example Unit from Adiós textbook, “*Explorando Comida Callejera*” - Students can compare and contrast foods in their community with popular foods found in Hispanic communities. Students can identify

[Comida callejera | ADIÓSTEXTBOOK](#)

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and supplemental activities
- Internet resources
- Quizlet
- Kahoot
- TED Talk
- Adióstextbook.com
- Spanishlearninglab.com
- Flipgrid.com
- ChatGPT
- Padlet

Equipment Needed:

- Computer with internet access and speakers
- Projector/Smartboard
- Maps
- Computers or Chromebooks

- Whiteboard and markers
- Classroom essential materials
- Google Classroom

UNIT OVERVIEW

Content Area: World Language - Spanish

Unit Title: Around the World - *Alrededor del Mundo*

Target Course/Grade Level: Level 1 - 7th Grade Spanish

Unit Summary: In this unit, students will use the target language in the three modes of communication to discuss topics related to around the world. Students will be introduced to vocabulary by reading, speaking, and writing on topics such as learning about countries around the world, different cultures, and their norms/values. Students will learn to understand and communicate by identifying and recognizing words and phrases in each given topic. Students will learn to make connections with themselves, other parts of the world, their own community, and the targeted culture and language.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE: 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.

READING:

- 7.1.NM.A.1.** Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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 cultures.
- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WRITING:

- 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.IPERS.1** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.3** Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.5** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

SPEAKING AND LISTENING:

- 7.1.NM.PRSNT.1** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.4** Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.6** Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NM.IPERS.4** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.IML.3** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- 9.4.2.TL.6** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.8.IML.12** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.12.CI.1** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

Interdisciplinary Connections and Standards:

Social Studies:

- 6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

Unit Understandings:

Students will understand that...

- Every country has its own values and norms.
- Each country has its own culture, traditions, and beliefs.
- Some Spanish speaking countries speak differently such as accents, dialect, and lingo in the targeted language.
- There are many countries in different regions whose primary language is Spanish.
- Specific landmarks and cities symbolize something special in one's country and culture.

Unit Essential Questions:

- How are my cultural values and norms different from those in other countries? (**LGBTQ/D**) (**AAH**) (**HG**) (**AAPJ**)
- What are my cultural traditions and beliefs?
- How is the country I live in similar and different to other countries around the world?
- How many Spanish speaking countries are there in the world?
- How many countries' first language is the Spanish language?

Knowledge and Skills:

Students will know...

- How to use directional terms to pinpoint famous landmarks and cities around the world.
- How to identify and describe a countries' flag using descriptive adjectives in the targeted language.

- All the Spanish speaking countries around the world in all the regions.
- How to use descriptive language to describe a country's flag using colors, symbols, and shapes in the targeted language.
- How to use proper grammatical terms to describe famous people in countries around the world.

Students will be able to...

- Compare and contrast different countries they learn about utilizing vocabulary words taught in the unit.
- Ask and answer questions with peers about their cultural aspects and other countries' cultural aspects. *(LGBTQ/D) (AAH) (HG) (AAPI)*
- Use verbs and adjectives to best describe a countries' traditions (clothing, food, music, beliefs).
- Give directional instructions on where countries, cities, and important landmarks are located on a map.
- Persuade and advertise a country of choice by presenting the countries' fun facts, cool tips, and interesting sightseeing attractions.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative assessments:
 - Exit Tickets
 - Do Now questions
 - Jeopardy games
 - Quizlet
 - Kahoot
 - Padlet
 - Graphic organizers
- Summative assessments:
 - Tests - Integrated Performance Assessments
 - Quizzes - vocabulary, context, modes of communication to demonstrate learning
 - Projects - Google slides presentations on “Around the World” adding descriptive words/phrases and images. Working in pairs or small groups to write about one Spanish speaking country of their choice on poster board paper. Completing a storyboard presentation on different cultural aspects of a certain country learned in class.
 - Interview assessment, interview a family member or friend on their culture and/or a specific country where they are from, using vocabulary context and illustrations.
 - Speaking assessment by reciting Spanish speaking countries around the world aloud individually, with a partner, or in small groups.
 - Identifying and/or picture matching images of flags representing Spanish speaking countries.
 - Identifying and labeling on a map of the countries/regions that speak the targeted language.

- End of unit assessment - students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive listening - students will hear and listen to Spanish speaking countries, the names of the countries, and the representation of their flags.
 - Interpretive reading - students will read short phrases and vocabulary words to match given pictures. Students will read simple sentences and draw pictures to best match and describe the given text.
 - Interpersonal speaking - students will work in pairs or small groups to describe a given country using vocabulary task cards and/or pictures. Students will converse with others to find similarities and differences within different Spanish speaking countries and their cultures (*traditional food, music, clothing, landmarks, cities, and dialect*).

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)
 - Creating a poster to illustrate the different types of Spanish speaking countries and regions (*Central America, South America, North America, Colombia, Peru, Panama, Cuba, etc*).
 - Match pictures with appropriate captions/phrases.
 - Labeling on a map a country and region.
 - Listening to simple vocabulary words and phrases and following a guide/images.
 - Retell a simple story after reading or listening to the passage.
 - Draw and/or label pictures to match the appropriate sentences/phrases.
 - Use a checklist during a listening activity to illustrate comprehension.
 - Using direction vocabulary to identify and recognize famous landmarks and cities.
 - Creating a storyboard utilizing cultural food, traditional clothing, music, and fun facts.
 - Fill in the blank questionnaire.
 - Use TPR to show understanding of different cultural aspects and their countries.
 - Students can interpret what their peers are saying as they present in class (*mock a skit of specific hobbies found in certain countries*).
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Develop simple conversations to introduce a country, its region, traditional clothing, music, and food.
 - Give a survey to students on what they know about certain Spanish speaking countries.
 - Discuss and converse the differences and similarities between two different cultural traditional photos in comparing countries.
 - Students can discuss facts on a country around the world using Flipgrid.
 - Describing a picture, person, object, etc. either individually or in pairs.
 - Working in pairs or small groups to compare and contrast.
 - Working in pairs or small groups to create simple phrases to construct cultural values/norms presented in countries around the world.
 - Give/follow simple directions.
 - Using flashcards to match images to vocabulary/phrases.
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
 - “I do, you do, we do” verbally repeating aloud countries around the world vocabulary words.

- Presenting presentations to explain and demonstrate commands with illustrations.
 - Performing TPR with pairs or small groups to show understanding of values and norms in different countries in Hispanic cultures.
 - Giving a list of traditional foods, clothing, music, and sharing with peers.
 - Labeling images around the country they live in and others.
 - Students can make their own social media account to describe a country around the world utilizing action words/phrases.
 - Making a social media platform on how to advertise or persuade someone to vacation to a specific country.
 - Make a brochure to give to someone who is interested in making a trip to another country.
 - Utilizing ChatGPT to create engaging do now activities to learn about other Spanish speaking countries,
 - Padlet, students can engage in meaningful conversations.
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Comparing and contrasting students' own cultural norms/values versus someone who lives in another country using a venn diagram independently and/or in small groups.
 - Creating a poster board that demonstrates different countries, what is most valued in their religion, and their community.
 - Role-playing a skit to represent daily life in another country.
 - Playing games in the targeted language.
 - Playing Kahoot in the targeted language to show demonstration in the targeted language.

** Example Unit from Adiós textbook, “*Frutas Tropicales*” – Students will identify where tropical fruits are found around the world. Students will compare and contrast the different types of tropical fruits people eat in Spanish speaking countries. <https://www.adiostextbook.com/spanish/frutas-tropicales/>

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and supplemental activities
- Internet resources
- Quizlet
- Kahoot
- TED Talk
- Adiostextbook.com
- Spanishlearninglab.com
- Flipgrid.com
- ChatGPT
- Padlet

Equipment Needed:

- Computer with internet access and speakers
- Projector/Smartboard
- Maps
- Computers or Chromebooks
- Whiteboard and markers
- Classroom essential materials
- Google Classroom