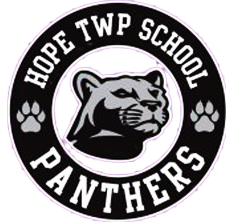


Belvidere Clusterwide Curriculum



World Languages

Grade 8/9 Introduction to Spanish

Updated Summer, 2024

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Curriculum Coordinator:

Timm Gast

Authors:

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UNITS	Duration	Essential Questions:
Unit 1: Introductions and greetings	10 class sessions	<ol style="list-style-type: none"> 1. How can I introduce myself or someone else in Spanish? 2. What information do I want to know about someone else when I first meet them?
Unit 2: Verb to be and Subject pronouns (Somos)	10 class sessions	<ol style="list-style-type: none"> 1. How do I talk about myself and others in Spanish using the ser?
Unit 3: Felipe VI and Family (Somos)	3 class sessions	<ol style="list-style-type: none"> 1. How do I describe possession in relation to family members? 2. Who are the members of the Spanish royal family?
Unit 4: El canal de Panamá (Somos)	15 class sessions	<ol style="list-style-type: none"> 1. Who are authority figures in my life? 2. How do I typically respond to requests from authority figures? 3. How would I describe my character? 4. How would others describe my character?
Unit 5: La Hora (Somos)	5 class sessions	<ol style="list-style-type: none"> 1. How do I talk about time and schedules?
Unit 6: La Universidad	15 class sessions	<ol style="list-style-type: none"> 1. What might I want to be after I graduate? 2. How do I need to prepare myself for my future? 3. What are my unique talents, abilities, and interests?
Unit 7: Herencia Hispánica	15 class sessions	<ol style="list-style-type: none"> 1. What cultural traditions and practices make up Hispanic Heritage?

Student Learning

Career Education (NJDOE CTE Clusters)

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Reading and Writing Companion Standards:

Language Domain

-

Reading Domain:

-

Speaking and Listening Domain:

-

Modifications and Accommodations:

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content

- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

- **ELL**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

- **At Risk**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes

- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

- **Gifted and Talented**
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products _____
-
- **504**
- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary

- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit 1 Overview: Introductions, Greetings and Personal Information.

Unit 1 Summary: Introductions, Greetings and Personal Information.

Essential Questions:

- How can I introduce myself or someone else in Spanish?
- What information do I want to know about someone else when I first meet them?
- How do I present myself to the world?
- How do I greet people?

Knowledge:

- Introducing self and others
- Report what someone else says
- Saying hello and bye.
- Understanding questions, basic responses and permissions.
- ¿Cómo te llamas?, ¿Cuántos años tienes?, ¿Cómo estás? ¿De dónde eres?, ¿Cuál es tu dirección?, etc...
- Conversational Verb be (soy, eres, es)
- Wh- Questions

New Jersey Student Learning Standards (Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 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.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 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.
- 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.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

Interdisciplinary Connections:

- ELA- writing, reading, speaking, listening
- Physical Education- active games and movement activities

Performance Expectations

- I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- In my own and other cultures I can make comparisons between products and practices to greet and meet people.
- I can interact at a survival level in some familiar everyday contexts.
- I can use the verb “to be” in simple sentences.
- I can ask and answer personal information.

Unit 1 Student Learning Objectives

- Introducing self and others
- Identifying someone by name
- Interpreting a simple biography
- Greeting people.

Unit 1 Assessments

Formative Assessments

- Classwork
- Participation
- Ice breaking Game
- Diagnostic test

Summative Assessments

- Pair interview
- Rubrics for oral introduction.

Alternative Assessment:

- Modified summative assessments, as needed (IEP/ 504 students)
- Allow for re-assessment as needed

Use of Technology:

- Youtube, Duolingo App, Google Classroom
- Computer, whiteboard/ smartboard

Unit 1 Sample Instructional Activities

- Icebreakers (getting to know you) with conversation questions and answers
- Dialogue/role-play making introductions or at a fiesta
- Oral and written descriptions of people, ¿Adivina Quién es? La persona misteriosa
- Presentations and questions

Supplemental Materials/References/Links

- Youtube videos (personal information, ser, etc.)
- Explanation video: [Verbo ser](#)

Unit 2 Overview: The verb Ser and Subject Pronouns**Unit 2 Summary: (SOMOS 1 Subject Pronouns) The verb Ser and Subject Pronouns****Essential Questions:**

- How do I talk about myself and others using the verb ser?

Knowledge:

- Subject pronouns, present tense of the verb ser, introduce forms of estar.

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

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- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
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- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections:

- ELA- speaking, reading, writing, listening
- Music- youtube songs

Performance Expectations

- I can describe myself and others.
- I can talk about identity.
- I can narrate a biography.

Unit 2 Student Learning Objectives

- The students will use the verb ser to describe themselves and others.
- The students will use subject pronouns correctly in Spanish.
- The students will comprehend a biography.

Unit 2 Assessments

Formative Assessments

- Teacher observation of student responses during Q/A activities.
- Checklist of student accuracy of responses.

Summative Assessments

- Presentation of biography

Alternative Assessment:

- Modified summative assessments, as needed (IEP/ 504 students)
- Allow for re-assessment as needed

Use of Technology:

- Computer, whiteboard/ smartboard, Youtube, Kahoot!

Unit 2 Sample Instructional Activities

- Oral and written descriptions of people, ¿Adivina Quién es? La persona misteriosa
- Presentations and questions
- Biographies of famous Spanish-speakers
- Dry erase board practice
- Worksheets and readings

• Supplemental Materials/References/Links

- Somos curriculum (subject pronouns)
- Youtube videos for ser/subject pronouns

Unit 3 Overview: La Familia de Felipe VI

Unit 3 Summary: (SOMOS 1 Felipe VI) Family members and possession with de

Essential Questions:

- How do I describe possession in relation to family members?

- Who are the members of the Spanish royal family?

Knowledge:

- Family members, de, possessive adjectives

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

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- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections:

- ELA- speaking, reading, writing, listening
- Social Studies- family relationships, Royal Family of Spain
- Geography- Spain

Performance Expectations

- I can describe about my family relationships.
- I can describe the family relationships of the Royal family of Spain.
- I can use possessive adjectives and de to detail family relationships.
- I can understand and interpret a cultural reading about the Spanish royal family.
- I can answer questions from an authentic reading.

Unit 3 Student Learning Objectives

- The students will be able to identify and describe family member relationships using possessive adjectives and de.
- The students will read about the Spanish royal family and demonstrate understanding of the content by answering questions both orally and in writing.
- The students will present about their own families using correct vocabulary and grammatical structures.

Unit 3 Assessments

Formative Assessments

- Teacher observation of student responses during Q/A activities.
- Checklist of student accuracy of responses.
- Collected worksheets and materials from Somos curriculum (Felipe VI)

Summative Assessments

- Presentation of family trees
- Family unit test

Alternative Assessment:

- Modified summative assessments, as needed (IEP/ 504 students)
- Allow for re-assessment as needed

Use of Technology:

- Computer, whiteboard/ smartboard, Youtube, Kahoot!

Unit 3 Sample Instructional Activities

- Oral and written descriptions of family members
- Activities from Somos Curriculum materials (Felipe VI and de for possession)
- Family tree activities- students create and present about their families

● Supplemental Materials/References/Links

- Youtube videos
- Somos- supplemental Felipe VI materials

Unit 4 Overview: La canal de Panama

Unit 4 Summary: (SOMOS 1 Unit 3) La canal de Panama

Essential Questions:

- Who are authority figures in my life?
- How do I typically respond to requests from authority figures?
- How would I describe my character?
- How would others describe my character?

Knowledge:

- *Knock Knock* short film
- *Destiny* short film
- El canal de Panamá (Panamá)
- Nunca, cierra, abre, puerta, son las (#), a las (#)

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

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- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
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- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 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.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 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.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections:

- ELA, music/ dance, math (time)

Performance Expectations

- I can express time and timing.
- I can describe sequences.
- I can respond to commands.

Unit 4 Student Learning Objectives

- Describing the current time
- Describing the time of an event
- Narrating and retelling a story
- Interpreting an informational text
- Describing the components of a setting

Unit 4 Assessments**Formative Assessments**

- PQA (Personalized Question/ Answer)
- Unit 3 Story-asking: Cierra la puerta
- Unit 3: Up/ Down Listening Assessment
- Write and Discuss
- Simple Storyboard
- Blind Retell
- Horizontal Conjugation
- Unit 3: Writing in Groups
- ClipChat: Knock Knock

Summative Assessments

- Unit 3 Reading/ Writing Assessment

Alternative Assessment:

- Modified summative assessments, as needed (IEP/ 504 students)
- Allow for re-assessment as needed

Use of Technology:

- Computer, whiteboard/ smartboard, Youtube, Google classroom, Duolingo App.

Supplemental Materials/References/Links

- Song: El reloj Artist Tish Hinojosa
- Video: Knock Knock (<https://www.youtube.com/watch?v=bLZcDaKJr0>)
- Video: ¿Cómo funcionan las Esculusas del Canal de Panamá?
(<https://www.youtube.com/watch?v=rzac7mQUOzc>)
- Video: Panama Canal Time LApse: (<https://www.youtube.com/watch?v=m8TkcWhmByg>)

Unit 5 Overview: La Hora

Unit 5 Summary: La Hora (Teacher materials)

Essential Questions:

- How do I talk about time and schedules?

Knowledge:

- Numbers 0-60
- Telling time
- Schedules
- Que hora es? Son las
- Segundos, minutos, horas
- Supplementary readings SOMOS

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

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- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 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.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 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.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.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections:

- ELA- reading, writing, listening, speaking
- Math (24 hour clock)
- World times

Performance Expectations

- I can tell time.
- I can ask and answer simple questions.
- I can identify different times in Spanish speaking countries.
- I can understand schedules in a familiar story in authentic resources.

Unit 5 Student Learning Objectives

- The students will tell and identify different times.
- The students will interpret an informational text.
- The students will describe the cultural characteristics.

Unit 5 Assessments

Formative Assessments

- Participation telling time.
- Teacher observation.
- Game: ¿Qué hora es?

Summative Assessments

- Quiz on telling time.

Alternative Assessment:

Use of Technology:

- Computer, Youtube, whiteboard/ smartboard, Google classroom, Duolingo App.

Unit 5 Sample Instructional Activities

- Unit La Hora Worksheet (Supplemental materials)
- Tell the time with a clock
- Ask and answer a peer the time
- Video: [La hora](#)

Supplemental Materials/References/Links

- Youtube videos
- Song Sr. Soto: [¿Qué hora es?](#)

Unit 6 Overview: La Universidad

Unit 6 Summary: (SOMOS 1 Unit 4) La Universidad

Essential Questions:

- What might I want to be after I graduate?
- How do I need to prepare myself for my future?
- What are my unique talents, abilities, and interests?

Knowledge:

- Students interests and future plans
- Universities in Spanish speaking countries (various countries)
- Past careers and coursework (various countries)
- Toma, habla, quiere, ser

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
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Interdisciplinary Connections:

- ELA, geography, music/ dance

Performance Expectations

- I can talk about my interests and talents.
- I can make future plans.
- I can discuss school subjects/ classes.
- I can talk about identity.

Unit 6 Student Learning Objectives

- Expressing future plans
- Identifying individuals by their profession
- Describing a school schedule
- Naming courses by subject matter
- Naming languages in Spanish
- Narrating and retelling a story
- Interpreting a biographical text
- Interpreting an informational text
- Describing careers

Unit 6 Assessments

Formative Assessments

- Bell ringers
- Sentence Translation
- Quiero ser CLOZE activity
- Card Talk; ¿Qué quieres ser?
- Story-asking

- Up/ down Listening assessment
- Running Dictation
- Same/ Different compare/ contrast activity
- Character guessing game
- Universities in Spanish speaking countries”reading
- Hidden talent Discussion
- Infographic analysis

Summative Assessments

- Listening Assessment: (pick the Pic)
- Reading Assessment: (El colegio San Patricio)
- Writing Assessment: (quiero ser”focused free write)
- University Research Assessment

Alternative Assessment:

- Modified summative assessments, as needed (IEP/ 504 students)
- Allow for re-assessment as needed

Use of Technology:

- Computer, whiteboard/ smartboard, Youtube, Pearbeck, Google classroom, Duolingo, Kahoot!

● Supplemental Materials/References/Links

- Peardeck - sentence translations
- Quiero ser - song by Nubeluz (<http://www.youtube.com/watch?v=c2Ffl3d854c>)
- Kahoot!: Up/ Down Listening Assessment
- ¿Eres feliz en tu profesión? And Idiomas que hemos estudiando y nivel que tenemos Infographics

Unit 7 Overview: Herencia Hispana

Unit 7 Summary: Herencia Hispana (Teacher materials)

Essential Questions:

- What cultural traditions and practices make up Hispanic Heritage?

Knowledge:

- Christmas (Navidad)
- Day of the dead (Dia de Muertos)
- Hispanic Month (Mes de la Herencia Hispana)
- 5 de Mayo

New Jersey Student Learning Standards

New Jersey Student Learning Standards: Science

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 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.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 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.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.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections:

- ELA- reading, writing, listening, speaking
- Geography- All Hispanic countries location
- Dance/ Music
- History

Performance Expectations

- I can understand Spanish holidays.
- I can ask and answer simple questions.

- I can identify traditions of different Spanish speaking countries.
- I can recognize a familiar story in an authentic resource.
- I can present about a Spanish country and its music.

Unit 7 Student Learning Objectives

- The students will identify and describe a holiday.
- The students will interpret an informational text.
- The students will describe the cultural characteristics.
- The students will present about a Spanish country and music associated with it

Unit 7 Assessments

Formative Assessments

- Christmas carols
- Make an altar for Dia de muertos
- Dance lessons
- Write and Discuss
- Video of Dia de muertos
- Matamoscas Game
- Short movie clips

Summative Assessments

- Presentational writing
- Interpretive reading
- Oral presentations with posters.
- Worksheet on vocabulary.

Alternative Assessment:

Use of Technology:


- Computer, Youtube, whiteboard/ smartboard

Unit 7 Sample Instructional Activities

- Venn Diagram activity on the board (compare/contrast Dia de los Muertos with American holidays of Halloween and Memorial Day)
- Make posters for Hispanic Heritage month.

- Coco bingo (watch Coco with a bingo board of typical Day of the Dead items. Mark off items as you see them in the first 30 minutes of the movie on your bingo board).
- Day of the Dead fiction/non-fiction books
- Make calavera masks
- Make an altar and its symbols.
- Youtube video of El Burrito de Belen with words. Students sing the chorus with maracas, etc.
- Compare/contrast Christmas traditions in Latin America and the United States.
- Make a sugar skull.

Supplemental Materials/References/Links

- Youtube videos  Día de los Muertos (Day of the Dead) music video for kids
- Movie: Coco (20 min segment)
- Songs
- **Youtube video song: Noche de paz**

