SPANISH I
GRADES 7-9

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

BOE Approval Date: September 19, 2022   Michael Nitti, Superintendent
Written by: EHS World Language Teachers

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PREFACE

This curriculum guide is intended to provide vertical and horizontal framework for the World Languages program of The Ewing Public Schools. It is designed to identify the essential components needed by teachers when they prepare instruction in the language of Spanish which will best meet the needs of their students. The teacher's knowledge of their students' level of development, learning styles, and general readiness to learn should be the guiding factors in selecting the most appropriate ways to reach the goals and objectives defined by the guide.

The selected published materials are intended to provide resources to teacher in their preparation of instructional activities and teachers should feel free to integrate other resources where appropriate as long as they are consistent with the goals and philosophy as outlined. Integration of concepts and skill developed in the Spanish language into other content areas is encouraged to stimulate real-life experiences and meaning.

All students are not the same. They have different needs, learning styles, and levels of readiness. Therefore, teachers will need to make choices in planning instruction so that the need of each student is addressed and the scope of the curriculum is accomplished.

Class Instructional Time:
- Grades 7 and 8: 41 minutes a day (5 days a week).
- Grade 9:   87 minutes a day (5 days a week).

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking – Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

New Jersey Language Proficiency Levels

Unlike other New Jersey Core Curriculum Content Standards areas, the world languages standards are benchmarked by proficiency levels, rather than grade levels. The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), the *ACTFL Proficiency Guidelines—Writing* (ACTFL, 2001) and the ACTFL Performance Descriprots for Language Learners (2012). The levels are fully defined in the World Languages Performance Level Descriptors Table and are summarily reflected in the following proficiency statements:

- **Novice-Low Level:** Students communicate *using words and phrases that are memorized and practiced* when talking about very familiar topics related to self, family, friends, school and home.

- **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home and the community.

- **Novice-High Level:** Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

- **Intermediate-Low Level:** Students communicate *using simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

- **Intermediate-Mid Level:** Students communicate *using strings of sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

- **Intermediate-High Level:** Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.

- **Advanced-Low Level:** Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

Fisher Middle School Spanish and French Programs

The Middle School Spanish and French language curriculum is both an exploratory program in grade six, and a preparatory program in grades seven and eight. It is designed to increase students' interest and awareness of languages and cultures other than their own. French and Spanish at all levels are taught through cooperative games and interactive participation, as well as frequent usage of online programs such as *Vista Higher Learning* to promote comfort and strength with listening and speaking.

In the sixth grade, all students are exposed to a 22-day introduction of both French and Spanish, initiating their three-year study of a language in middle school. In seventh grade, all students begin the Spanish I or French I curriculum.   Curriculum and pacing is designed to meet the needs of the student.   Students gradually continue to develop their speaking and comprehension skills of the target language. They also work on a gradual and sequential study of grammar and reading comprehension. Students who have successfully completed the requirements of the French I or Spanish I curriculum by the end of eighth grade may advance to French II or Spanish II in the High School.

In seventh and eighth grades, the French and Spanish Program will participate in a community service program with an overseas school in need. For instance, become involved with disaster relief in Haiti and Chile. New students become acquainted with the area by viewing a video or Internet clip, reading a magazine or newspaper clip. All students can voluntarily bring in school supplies and other items for children who live in the given areas.

Sixth Grade

Sixth grade Exploratory is a quarter course offered to new students who have never taken Spanish or French. Students start from basic language skills such as alphabet sounds, numbers, math problems, days of the week, and months, weather, seasons, classroom commands, school supplies, colors. The culture and geography of French and Spanish-speaking countries is also discussed and compared to American cultures.

Sixth grade language classes are taught primarily in the target language. Students actively participate with physical responses to teacher-led directions and develop aural and oral skills. Classes use skits, games, dialogues, songs and puzzles. Computer activities and websites are suggested to students to increase computer and Spanish skills.

<u>Texts</u>:

- Senderos. Vista Higher Learning. New York, NY: 2023
- D'accord!   Vista Higher Learning. New York, NY: 2019

Seventh Grade

In seventh grade, all students begin the Spanish 1 or French 1 curriculum.   There are two offerings for these students: Introduction to Spanish/French 1, or Spanish/French 1A.

Introduction to Spanish/French 1 is a semester-long course where students will gain more comfort and confidence in the modalities of listening, speaking, reading and writing in their chosen target language.   Students will revisit concepts from the sixth grade course, and then learn all concepts and skills in the first unit of the Spanish 1 course. The emphasis will be on building strength in all four modalities in the language, while beginning to learn the structure, grammar and conventions of the language and realizing their own self-actualization as a bilingual person.

Spanish/French 1A is a semester-long course offered to seventh grade students who chose to expand their level of comfort in the seventh grade Spanish/French program. This course starts from an extensive review of what was covered in sixth grade and will continue to proceed through the first half of the Spanish 1/French 1 curriculum for the balance of the course. Classes are conducted primarily in the target language and students have daily lessons in which they develop strategies in hearing, speaking, reading and listening. They learn to use phrases that help them to express themselves in everyday situations such as greetings, emotions, likes and dislikes, etc. Students are exposed to cultural projects including research on a Latin American/Francophone country, authentic dishes, and handicrafts.

Texts:

- Senderos. Vista Higher Learning. New York, NY: 2023
- D'accord!   Vista Higher Learning. New York, NY: 2019

Eighth Grade

In eighth grade, all students continue the Spanish 1 or French 1 curriculum. There are two offerings for these students: Spanish/French 1A, or Spanish/French 1B.

Spanish/French 1A is a semester-long course offered to eight grade students.   This course starts from an extensive review of what was covered in sixth and seventh grade, and will continue to proceed through the first half of the Spanish 1/French 1 curriculum for the balance of the course. Classes are conducted primarily in the target language and students have daily lessons in which they develop strategies in hearing, speaking, reading and listening. They learn to use phrases that help them to express themselves in everyday situations such as greetings, emotions, likes and dislikes, etc. Students are exposed to cultural projects including research on a Latin American/Francophone country, authentic dishes, and handicrafts.   Students who successfully complete this course are very prepared for the Spanish/French 1 course at Ewing High School, and are more likely to enjoy success in Years 2 and 3 as well.

The second option, Spanish/French 1B is a semester-long course offered to eighth grade students who successfully complete the seventh grade course. The goal of this course is to complete the foundational work they have been doing in Spanish/French and to provide them with a memorable final year of their middle school career. Vocabulary and grammar skills are further emphasized, while at the same time basic skills, such as listening, speaking, reading and writing are reinforced.

Students have activities using computer technology that allow for individual differences in skills. Students are also involved in other activities such as researching cultural traditions and preparing food. Students who successfully complete the requirements of the eighth grade program will proceed to French 2 or Spanish 2 at Ewing High School in ninth grade.   Students will be expected to continue to develop their language skills by actively participating in classroom activities and conversations in French and Spanish. The various activities include skits, oral interviews, spontaneous conversations, French/Spanish films, written descriptions and cultural activities. More attention is given to accuracy in writing in this course. Students are encouraged to use language learning sites that exist on the internet.

Texts:

- Senderos. Vista Higher Learning. New York, NY: 2023
- D'accord!   Vista Higher Learning. New York, NY: 2019

Ewing High School Spanish and French Programs

As of September 2020, all students at Ewing High School are encouraged to take a World Language course in ninth grade.   All ninth graders who completed the Spanish/French 1A course in eighth grade will enroll in and complete the full year Spanish French 1 course in ninth grade.   While this course satisfies the graduation requirement, all students who successfully complete their ninth grade world language course are strongly encouraged to enroll in the next level of their language in tenth grade.   Students who become competent and confident in conversation and reading are more likely to be successful, empathetic and engaged learners, and become eligible for consideration for admission to four-year colleges and universities.

EHS Spanish and French courses include Years 2, 3, 4 and Advanced Placement. Native speakers are evaluated by the staff and supervisor, and placed ahead in the program as appropriate.

Unit 1: Un Amigo o Una Amiga (Describing People, Places and Things)

Why Is This Unit Important?

Students will be able to identify and describe people, places and things. Students will also be able to count to 30.

Enduring Understandings or Unit Objectives:

- Describe people, places and things
- Count from 0-30

Essential Questions:

- Who is he/she?
- Where is he/she from?
- What is he/she like?
- How many are there?

Acquired Knowledge:

- Singular definite articles (el,la)
- Singular indefinite articles (un, una)
- Singular adjective forms
- Singular forms of SER
- Numbers (0-30)

Acquired Skills:

- Use numbers from 0-30 to identify quantity
- Use correct gender to describe and identify people and things

Assessments:

Formative assessment:

- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes - Quizlet.com/ Getkahoot.com/Quia.com/Quizziz.com/Socrative.com

Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Famous person project

Instructional Strategies/Suggested Learning Experiences:

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material
- Mind-mapping strategies to enhance learning of vocabulary
- Web-based practice activities (www.spanish.glencoe.com and www.studyspanish.com)

Instructional Materials:

Core:

- Senderos. Vista Higher Learning. New York, NY: 2023
    - Audio CDs
    - Video (DVD)

Supplemental:

- Computers (Chrome books or laptops)
- Internet websites
    - (http://www.studyspanish.com/tutorial.htm
    - http://www.learnspanish.com/
    - http://spanish.about.com/
    - http://www.onlinenewspapers.com/
    - http://www.univision.com/portal.jhtml
    - http://www.youtube.com/
    - http://a4esl.org/
    - www.quizlet.com/www.conjuguemos.com)

Technology Integration:

- Use of various websites to review and practice vocabulary, grammatical structures and geography www.quizlet.com, www.quia.com, www.euroschoolclubs.co.uk, www.bbc.co.uk/languages, www.makebeliefscomix.com; getkahoot.com; yabla.com
- Authentic video segments related to culture

2020 NJCS:

- 7.1.NH.IPRET.1
- 7.1.NH.IPRET.3
- 7.1.NH.IPERS.1
- 7.1.NH.IPERS.3
- 7.1.NH.PRSNT.1
- 7.1.NH.PRSNT.3

7.1.NH.IPRET.2
7.1.NH.IPRET.7
7.1.NH.IPERS.2
7.1.NH.IPERS.4
7.1.NH.PRSNT.2

Unit 2: Alumnos y Cursos (Identify School Subjects) (2 Weeks)

Why Is This Unit Important?

This unit will enable students to describe more than one thing using correct verb forms and adjective agreement.

Enduring Understandings or Unit Objectives:

- Tell time
- Tell at what time something takes place
- Describe people and things
- Talk about more than one person or thing
- Tell what subjects you take in school and express some opinions about them

Essential Questions:

- What classes do you have?
- What time are your classes?
- How would describe your classes/teachers/classmates?

Acquired Knowledge:

- Plural forms of nouns, articles and adjectives
- Plural forms of ser
- Telling time
- Counting numbers 1-90

Acquired Skills:

- Describe classes, teachers and classmates and tell what time your classes are.

Assessments:

Formative assessment:

- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes - Quizlet.com/ Getkahoot.com/Quia.com/Quizziz.com/Socrative.com

Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Class schedule project (refer to addendum for Interdisciplinary Connections, 21st Century Skills, Technology Integration and Career Readiness Practices examples)

Instructional Strategies/Suggested Learning Experiences:

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material
- Mind-mapping strategies to enhance learning of vocabulary
- Web-based practice activities (www.spanish.glencoe.com and www.studyspanish.com)

Instructional Materials:

Core:

- Senderos. Vista Higher Learning. New York, NY: 2023
  - Audio CDs
  - Video DVD

Supplemental:

- Computers (Chrome books or laptops)
- Internet websites
  - http://www.studyspanish.com/tutorial.htm
  - http://www.learnspanish.com
  - http://spanish.about.com/
  - http://www.onlinenewspapers.com/
  - http://www.univision.com/portal.jhtml
  - http://www.youtube.com/
  - http://a4esl.org/
  - www.quizlet.com/www.conjuguemos.com

Technology Integration:

- Use of various websites to review and practice vocabulary, grammatical structures and geography www.quizlet.com, www.quia.com, www.euroschoolclubs.co.uk, www.bbc.co.uk/languages, www.makebeliefscomix.com; getkahoot.com; yabla.com
- Authentic video segments related to culture

2020 NJCS:

- 7.1.NH.IPRET.1
- 7.1.NH.IPRET.3
- 7.1.NH.IPRET.7
- 7.1.NH.IPERS.2
- 7.1.NH.IPERS.4
- 7.1.NH.IPRSNT.2

7.1.NH.IPRET.2
7.1.NH.IPRET.4
7.1.NH.IPERS.1
7.1.NH.IPERS.3
7.1.NH.IPRSNT.1
7.1.NH.IPRSNT.3

Unit 3: Las Compras Para la Escuela (Identify and Describe School Supplies and Articles of Clothing)

Why Is This Unit Important?

This unit will enable students to identify and describe school supplies and articles of clothing. They will learn to communicate in various situations that arise when shopping.

Enduring Understandings or Unit Objectives:

- Identify and describe school supplies
- Identify and describe articles of clothing
- Shop for school supplies and clothing
- State color and size preference
- Speak to people formally and informally
- Discuss differences between schools in the U.S. and Spanish-speaking communities

Essential Questions:

- How can you identify and describe school supplies?
- How can you describe articles of clothing?
- How can you state color and sizes?

Acquired Knowledge:

- Subject pronoun groupings
- Singular forms of -ar verbs
- Tú versus usted

Acquired Skills:

- Identify school supplies and articles of clothing
- Speak to people formally and informally

Assessments:

Formative assessment:

- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes - Quizlet.com/ Getkahoot.com/Quia.com/Quizziz.com/Socrative.com

Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Project: create a sales advertisement - (refer to addendum for Interdisciplinary Connections, 21st Century Skills, Technology Integration and Career Readiness Practices examples)

Instructional Strategies/Suggested Learning Experiences:

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material
- Mind-mapping strategies to enhance learning of vocabulary
- Web-based practice activities (www.spanish.glencoe.com and www.studyspanish.com)

Instructional Materials:

Core:

- Senderos. Vista Higher Learning. New York, NY: 2023
    - Audio CDs
    - Video (DVD)

Supplemental:

- Computers (Chrome books or laptops)
- Internet websites
    - (http://www.studyspanish.com/tutorial.htm
    - http://www.learnspanish.com/
    - http://spanish.about.com/
    - http://www.onlinenewspapers.com/
    - http://www.univision.com/portal.jhtml
    - http://www.youtube.com/
    - http://a4esl.org/
    - www.quizlet.com/www.conjuguemos.com)

Technology Integration:

- Use of various websites to review and practice vocabulary, grammatical structures and geography www.quizlet.com, www.quia.com, www.euroschoolclubs.co.uk, www.bbc.co.uk/languages, www.makebeliefscomix.com; getkahoot.com; yabla.com
- Authentic video segments related to culture

2020 NJCS:

- 7.1.NH.IPRET.1
- 7.1.NH.IPRET.3
- 7.1.NH.IPRET.7
- 7.1.NH.IPERS.2
- 7.1.NH.IPERS.4
- 7.1.NH.IPRSNT.2

7.1.NH.IPRET.2
7.1.NH.IPRET.4
7.1.NH.IPERS.1
7.1.NH.IPERS.3
7.1.NH.IPRSNT.1
7.1.NH.IPRSNT.3

Unit 4: En la Escuela (Identify School Activities)

Why Is This Unit Important?

This unit will enable students to discuss their school activities in addition to their classes.

Enduring Understandings or Unit Objectives:

- Talk about school and school activities
- Greet people and ask how they feel
- How to count easily from 1,000 to 2,000,000

Essential Questions:

- What are school activities like? How do they differ in the Latin American world?
- How are the classes and school events?

Acquired Knowledge:

- The use of "ir" (to go), "dar" and "estar"
- The use of the contractions "al" and "del"
- The use of "a" personal
- The varied use of the prepositions "a" and "de"

Acquired Skills:

- Changing verbs from singular to plural
- Conjugation of verbs in general with subject pronoun groupings
- Identifying an irregular verb

Assessments:

 Formative assessment:

- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes - Quizlet.com/ Getkahoot.com/Quia.com/Quizziz.com/Socrative.com

 Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment: **N/A**

Instructional Strategies/Suggested Learning Experiences:

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material
- Mind-mapping strategies to enhance learning of vocabulary
- Web-based practice activities (www.spanish.glencoe.com and www.studyspanish.com)

Instructional Materials:

Core:

- Senderos. Vista Higher Learning. New York, NY: 2023
    - Audio CDs
    - Video (DVD)

Supplemental Materials:

- Computers (Chrome books or laptops)
- Internet websites
    - (http://www.studyspanish.com/tutorial.htm
    - http://www.learnspanish.com/
    - http://spanish.about.com/
    - http://www.onlinenewspapers.com/
    - http://www.univision.com/portal.jhtml
    - http://www.youtube.com/
    - http://a4esl.org/
    - www.quizlet.com/www.conjuguemos.com

Technology Integration:

- Use of various websites to review and practice vocabulary, grammatical structures and geography www.quizlet.com, www.quia.com, www.euroschoolclubs.co.uk, www.bbc.co.uk/languages, www.makebeliefscomix.com; getkahoot.com; yabla.com
- Authentic video segments related to culture

2020 NJCS:

- 7.1.NH.IPRET.1
- 7.1.NH.IPRET.3
- 7.1.NH.IPRET.7
- 7.1.NH.IPERS.2
- 7.1.NH.IPERS.4
- 7.1.NH.IPRSNT.2

7.1.NH.IPRET.2
7.1.NH.IPRET.4
7.1.NH.IPERS.1
7.1.NH.IPERS.3
7.1.NH.IPRSNT.1
7.1.NH.IPRSNT.3

Unit 5: En la Café (Ordering and Shopping for Food)

Why Is This Unit Important?

This unit will enable the student to place an order in a café/restaurant, as well as shop for food. Students learn about typical Hispanic cuisine.

Enduring Understandings or Unit Objectives:

- Differences between eating habits in the U.S. and in the Spanish-speaking world
- Order food or beverage in a café/restaurant
- Identify food
- Shop for food

Essential Questions:

- What is the big meal of the day in the U.S. and in Spain?
- What will you be ordering to eat and drink?
- What foods do you eat for breakfast, lunch and dinner?

Acquired Knowledge:

- Present tense verb conjugations; "ar", "er" + "ir" verbs
- Food vocabulary
- Cultural meal differences

Acquired Skills:

- Conjugation of verbs in the present tense with subject pronoun groups for "ar", "er", "ir" verbs
- Use of "tomar" when ordering food and drink
- Pronunciation skills directed at new food vocabulary
- Paying a bill

Assessments:

Formative assessment:

- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes - Quizlet.com/ Getkahoot.com/Quia.com/Quizziz.com/Socrative.com

Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Menu project

Instructional Strategies/Suggested Learning Experiences:

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material
- Mind-mapping strategies to enhance learning of vocabulary
- Web-based practice activities (www.spanish.glencoe.com and www.studyspanish.com)

Instructional Materials:

Core:

- Senderos. Vista Higher Learning. New York, NY: 2023
    - Audio CDs
    - Video (DVD)

Supplemental:

- Computers (Chrome books or laptops)
- Internet websites
    - http://www.studyspanish.com/tutorial.htm
    - http://www.learnspanish.com/
    - http://spanish.about.com/
    - http://www.onlinenewspapers.com/
    - http://www.univision.com/portal.jhtml
    - http://www.youtube.com/
    - http://a4esl.org/
    - www.quizlet.com/www.conjuguemos.com)

Technology Integration:

- Use of various websites to review and practice vocabulary, grammatical structures and geography www.quizlet.com, www.quia.com, www.euroschoolclubs.co.uk, www.bbc.co.uk/languages, www.makebeliefscomix.com; getkahoot.com; yabla.com
- Authentic video segments related to culture

2020 NJCS:

- 7.1.NH.IPRET.1
- 7.1.NH.IPRET.3
- 7.1.NH.IPRET.5
- 7.1.NH.IPERS.1
- 7.1.NH.IPERS.3
- 7.1.NH.IPRSNT.1
- 7.1.NH.IPRSNT.3

7.1.NH.IPRET.2
7.1.NH.IPRET.4
7.1.NH.IPRET.7
7.1.NH.IPERS.2
7.1.NH.IPERS.4
7.1.NH.IPRSNT.2

Unit 6: La Familia y Su Casa (Family and Home)

Why Is This Unit Important?

This unit will enable students to describe their family and home.

Enduring Understandings or Unit Objectives:

- Talk about your family
- Describe your home
- Tell your age and find out someone else's age
- Tell what you have to do and what you are going to do
- Tell what belongs to you and to others
- Talk about families in Spanish-speaking countries

Essential Questions:

- How many rooms does your house have and what are they?
- What activities do you have to do and what activities are you going to do?
- What belongs to you and what belongs to other family members?

Acquired Knowledge:

- Possessive adjectives
- The verb tener
- The use of tener que and ir a

Acquired Skills:

- To be able to describe your family and your home
- To be able to tell your age and ask someone else's age
- To tell what you have to do and what you're going to do

Assessments:

Formative assessment:

- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes - Quizlet.com/
  Getkahoot.com/Quia.com/Quizziz.com/Socrative.com

Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Family tree project

Instructional Strategies/Suggested Learning Experiences:

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material
- Mind-mapping strategies to enhance learning of vocabulary
- Web-based practice activities (www.spanish.glencoe.com and www.studyspanish.com)

Instructional Materials:

Core:

- Senderos. Vista Higher Learning. New York, NY: 2023
  - Audio CDs
  - Video (DVD)

Supplemental:

- Computers (Chrome books or laptops)
- Internet websites
  - http://www.studyspanish.com/tutorial.htm
  - http://www.learnspanish.com/
  - http://spanish.about.com/
  - http://www.onlinenewspapers.com/
  - http://www.univision.com/portal.jhtml
  - http://www.youtube.com/
  - http://a4esl.org/
  - www.quizlet.com/www.conjuguemos.com

Technology Integration:

- Use of various websites to review and practice vocabulary, grammatical structures and geography www.quizlet.com, www.quia.com, www.euroschoolclubs.co.uk, www.bbc.co.uk/languages, www.makebeliefscomix.com; getkahoot.com; yabla.com
- Authentic video segments related to culture

2020 NJCS:

- 7.1.NH.IPRET.1   7.1.NH.IPRET.2
- 7.1.NH.IPRET.3   7.1.NH.IPRET.4
- 7.1.NH.IPRET.5   7.1.NH.IPRET.7
- 7.1.NH.IPERS.1   7.1.NH.IPERS.2
- 7.1.NH.IPERS.3   7.1.NH.IPERS.4
- 7.1.NH.IPRSNT.1   7.1.NH.IPRSNT.2
- 7.1.NH.IPRSNT.3   7.1.NH.IPRSNT.5

Unit 7: Deportes de Equipo (Describe Sports and Body Parts)

Why Is This Unit Important?

This unit will enable students to discuss preferences, learn how to use stem-changing verbs, and learn about popular sports in Spanish-speaking countries.

Enduring Understandings or Unit Objectives:

- Students will be able to express what interests, bores or pleases them
- Students will describe and discuss sporting events using vocabulary and stem-changing verbs

Essential Questions:

- What interests you?
- What bores you?
- What do you like?
- What is your favorite sport and why?
- What sports are popular in Spanish-speaking countries?

Acquired Knowledge:

- Rules for gustar/interesar/aburrir
- Vocabulary words for soccer, baseball and basketball
- Forms of stem-changing verbs

Acquired Skills:

- Discussing likes/dislikes
- Using stem-changing verbs to describe sporting events

Major Assessments:

Formative assessment:

- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes - Quizlet.com/ Getkahoot.com/Quia.com/Quizziz.com/Socrative.com

Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

● Unit objective test

Alternative assessment: **N/A**

Instructional Strategies/Suggested Learning Experiences:

● Reading cultural material in target language
● Writing in target language
● Listening to authentic material
● Mind-mapping strategies to enhance learning of vocabulary
● Web-based practice activities (www.spanish.glencoe.com and www.studyspanish.com)

Instructional Materials:

Core:

● Senderos. Vista Higher Learning. New York, NY: 2023
    ● Audio CDs
    ● Video (DVD)

Supplemental:

● Computers (Chrome books or laptops)
● Internet websites
    o http://www.studyspanish.com/tutorial.htm
    o http://www.learnspanish.com/
    o http://spanish.about.com/
    o http://www.onlinenewspapers.com/
    o http://www.univision.com/portal.jhtml
    o http://www.youtube.com/
    o http://a4esl.org/
    o www.quizlet.com/www.conjuguemos.com)

Technology Integration:

● Use of various websites to review and practice vocabulary, grammatical structures and geography www.quizlet.com, www.quia.com, www.euroschoolclubs.co.uk, www.bbc.co.uk/languages, www.makebeliefscomix.com; getkahoot.com; yabla.com
● Authentic video segments related to culture

2020 NJCS:

- 7.1.NH.IPRET.1
- 7.1.NH.IPRET.3
- 7.1.NH.IPRET.5
- 7.1.NH.IPERS.1
- 7.1.NH.IPERS.3
- 7.1.NH.IPRSNT.1
- 7.1.NH.IPRSNT.3

7.1.NH.IPRET.2
7.1.NH.IPRET.4
7.1.NH.IPRET.7
7.1.NH.IPERS.2
7.1.NH.IPERS.4
7.1.NH.IPRSNT.2
7.1.NH.IPRSNT.5

2022: Rubrics for Oral and Written Production

ACTFL	Novice Low	Novice Low/Mid	Novice Mid	Novice Mid/High
Year 3				
Year 2				1
Year 1	1	2	3	4
Pronunciation(Text Type Response	Speakers' pronunciation may be unintelligible.	. Speakers may be understood with difficulty even by the sympathetic interlocutors accustomed to dealing with non natives	The speaker can sometimes respond in intelligible sentences, but it will not be able to sustain sentence level discourse	. The speaker can respond in intelligible sentences, but may be able to sustain sentence level discourse
Sentence Structure (Accuracy)	Their language consists primarily of short and sometimes incomplete sentences in the present, and it may be hesitant or inaccurate.	Often a rehearsed complete sentence. When responding to direct questions they may say only two or three words at a time or give occasional stock answers	Their language consists primarily of short and sometimes incomplete sentences in the present, and it may be hesitant or inaccurate. Sometimes a rehearsed complete sentence	Can devise original sentence by replacing a single word/phrase. Struggles to sustain sentence-level discourse.
Usage of Vocabulary (Context/Content) (Global tasks and Functions)	Isolated words or phrases. Require heavy prompting and/or visuals	Sometimes will match correct vocabulary to situation. Require heavy prompting and/or visuals	Functional vocabulary at the ready in all responses. Responds accurately but simply to basic social question.	Substantial vocabulary relating to one context. Manages straightforward social situations well. Can ask a few formulaic questions

ACTFL	Novice Low	Novice Low/Mid	Novice Mid	Novice Mid/High
Year 3				
Year 2				1
Year 1	1	2	3	4
Linguistic Complexity	Single words, set of phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Simple and expanded sentences that show emerging complexity used to provide detail	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.
Vocabulary Usage	Usage of high frequency vocabulary from school setting and content areas	Usage of general language related to the content area; lack of vocabulary may be evident	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident
Language Control	Generally comprehensible when text is copied or adapted from model or source text;comprehensibility may be significantly impeded in original text	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text;comprehensibility may be often impeded by errors when attempting to produce more complex text.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.

ACTFL	Novice Low	Novice Mid	Novice Mid/High	Novice High
Year 3				
Year 2				1
Year 1	1	2	3	4
Compreensive listening	The student is able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.	The student can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.	The student is often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.	The student is able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. Listener show little or no comprehension of oral texts typically understood by Advanced-level listeners.
Interpretive Listening	Understands individual words. It needs to hear something more than once. They need visual cues such as pictures in order to understand what they hear.	Understands words and phrases. It may need to hear something more than once. It needs visual cues such as pictures, their own knowledge of a topic, and words that are similar to English in order to understand what they hear.	The student understands words, phrases and an occasional simple sentence. It may need to hear something more than once. You may need visual cues such as pictures, your own knowledge of a topic, familiarity with parts of words or words that are	Student likely understands the main idea in short passages on very familiar topics, but rarely the supporting facts. it usually needs to hear the passage more than once. The student may need visual cues such as pictures, their own knowledge of a topic, familiarity with parts of words

ACTFL	Novice Low	Novice Mid	Novice High	Novice Mid/High	Novice High / Intermediate Low	Interme
Year 3						
Year 2				1	2	
Year 1	1	2	3	4		
Understanding	At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.	At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.	At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.	At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.		

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21ˢᵗ Century Skills & Career Readiness Practices

Standard + Example

CRP4. Communicate clearly and effectively and with reason.
For Example - In Unit 2 Students describe themselves and talk about their daily class schedule. They also describe their classes and teachers as well as state the time each class begins and ends.

CRP10. Plan education and career paths aligned to personal goals.
For Example - In the beginning of the course, students learn the importance of learning Spanish. They discuss how much of an influence Spanish has in the United States and how knowing Spanish can be beneficial in numerous careers.

In Unit 2, students discuss the importance of planning their schedule and selecting courses. They also discuss their future plans and what they can be doing now to assure success in the future.

CRP12. Work productively in teams while using cultural global competence.
For Example - In Unit 2 students work with a partner to identify possible career choices and discuss the importance of learning Spanish to enhance career choices.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.3.12. AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
This applies to personal goals and the importance of being fluent in the target language.

Technology Integration

Standard + Example

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

For Example - In Unit 3, students prepare and present a Google slide presentation of clothes worn per season and also clothes for special events. Students, via various websites, compare and contrast current clothing styles.

Interdisciplinary Connection

Standard + Example

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

For Example - In Unit 3, students prepare and present a Google slide presentation of clothes worn per season and also clothes for special events.

LGBTQ/Disabilities Resources

LGBTQ+Terms in English and Spanish that You Should Know