Revised 8/20/22

Summit Public Schools
Summit, New Jersey
Grade Level/Content Area: 4th grade/Spanish
ACTFL Proficiency Level: Novice Mid
Length of Course: One Year
August 20, 2022

Course Description:

This language course focuses on the development of fourth graders interpersonal, interpretive and presentational communication skills in the target language. Students will broaden their awareness, acceptance and understanding of cultural perspectives, products, and practices in Spanish-speaking countries. The language objectives in the course focus on providing students with opportunities to both extend and incorporate their prior knowledge of thematic vocabulary in the target language to new authentic and meaningful real world tasks. Students will successfully communicate personal information about themselves, as well as making connections with and expressing information about other people in their family, classroom, and the world.

Each unit includes a problem-based learning task where students will be required to use higher order thinking skills and apply language skills to create an authentic product to showcase their knowledge and communication skills in the completion of a real world task. The New Jersey Core Curriculum Content Standards for World Language 7.1 are noted throughout this course.

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Unit 1: **Todo Sobre Mi**

<table>
<tr><td colspan="2">Standard 7.1World Languages:
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</td></tr>
<tr><td colspan="2">Big Ideas: Course Objectives / Content Statement(s)
In this unit, students will explore the elements of their own identity and effectively communicate in the target language details of identity, personality descriptions, and recount everyday experiences.</td></tr>
<tr><td>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</td><td>Enduring Understandings
What will students understand about the big ideas?</td></tr>
<tr><td>1. Why do people from different cultures sometimes say, write, and do things differently from the way I do them?
2. How does Spanish help me understand who I am in this world?
3. Why is it important to learn another language?
4. How do others define themselves?</td><td>Students will understand that…
They can share their likes and dislikes using:
● Me gusta,
● Me gustan or
● Me encanta.

Me llamo, Tengo, Soy and sentences using “Mi” are all forms of the first person, which they use to introduce themselves. For example:
Mi(s)_____ favorito(s) es/son (deportes, pasatiempos, animales, colores, artistas, autores, atletas)</td></tr>
<tr><td>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</td><td>Examples, Outcomes, Assessments</td></tr>
<tr><td>Students will:
Interpretive</td><td><u>Instructional Focus:</u>
● Students will effectively communicate their identity.</td></tr>
</table>

• 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.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. ***Interpersonal*** • 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,	• Introduce themselves by name using *Me llamo* and appropriate greetings • Identify themselves by gender and physical characteristics using: *Soy…* y *Tengo…* • Share birthdays and age using proper word order. *Mi cumpleaños es el ___ de _____.* • Express likes and dislikes using *Me gusta*, *No me gusta*, *Me encanta* in connection with sports, hobbies, pastimes, authors, athletes, singers, select foods or any other previously taught vocabulary. • Identify favorite color(s), foods, sports, etc. using *Mi color favorito es* or any other previously taught vocabulary using *Mi_____favorito(a) or the plural form Mis_____favoritos(as) son_____.* <u>Sample Assessments:</u> • Share interviews with written partner responses (*Todo sobre mi* handout). • Create a glyph based on self-identifying characteristics. • Identify classmates' interests and identities based on glyphs. • Students will create a "Wanted"/"Se Busca" poster about a classmate using third person singular (in small groups). <u>Instructional Strategies:</u> ***Interpersonal:*** • Create a "Apple" family tree including relation and physical description using third person singular. https://drive.google.com/open?id=oB6kvSqs3mESqdUxtM2RSd3pFRoVOUGYxQnhLZnJIazJHVGNn • Interview a peer using a folder glyph • Pair share about themselves based on six questions presented • "Wanted" poster- promote conversation to learn about peers' interests and basic information (name, gender, age, birthday, favorites)

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.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.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. ***Presentational*** • 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.	***Interpretive:*** ● Play "Charades" identifying the sport, pastimes and professions ● Identify classmates' interests and identities by glyph. ● Identify a classmate by interpreting a "Wanted" poster. ***Presentational:*** ● Students will list pastimes, sports and professions that they like sharing with their family members. ● Create a birthday party invitation including address, day, time and telephone number ● Complete a graphic organizer of information about classmates birthday ● Students will complete glyph on folder ● Students will create a "Wanted" poster about a classmate <u>Interdisciplinary Connections</u> ● Language arts- developing oral expressions and presentational skills <u>Technology Integration</u> ● Students will create a Wanted poster using google classroom. ● https://docs.google.com/a/summit.k12.nj.us/document/d/1DO8m4NWUUrK2jbSl12Feq6farhuGmK3pDKRkka-irPo/edit?usp=sharing (Wanted poster) <u>Global Perspectives</u> ● Comparing and contrasting likes and dislikes based on experiences students may have depending on what country they come from. ● Identifying most popular Latin American sports and in which country they are played.

• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics	<u>Culturally Responsive Teaching</u> • Survey students and tally number of students who speak another language at home. List the languages spoken and share greetings or different forms of introductions. Reflect on students likes and dislikes in regards to sports/pastimes and make cultural connections between home language and or ethnicity or culture.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics

Texts and Resources: (LIST)

Unit 2: **Facebook-Hispanic Celebrity**

Standard 7.1World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Big Ideas: *Course Objectives / Content Statement(s)* In this unit, students will use the target language to describe similar and different characteristics of people, places and geographical locations. Students will explore the continents and immigration in cross-curricular connections to social studies.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• Why do people from different cultures sometimes say, write, and do things differently from the way I do them? • What makes people similar and how are we all connected? • How can language be powerful? • How can we express/describe or define the characteristics, and personal preferences of another person?	Students will understand that… Students will understand the Spanish is spoken in 21 countries around the world. Individuals have unique characteristics. People from all around the world may share a variety of physical characteristics, interests, professional experiences and cultural understandings.

	Students can describe basic information of a hispanic celebrity by using third person singular (Se llama..., Es de..., Tiene..., Le gusta..., Su _____ favorito(a) es...) Students can compare their experiences to a celebrity and comment on them using También o Tampóco
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: ***Interpretive*** • 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.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.	<u>Instructional Focus:</u> Students will... ● Identify all 21 spanish speaking countries and their location ● Identify the nationality of famous Latinos by profession (writers, athletes and singers, etc) ● Identify what makes up a Facebook page ● Identify sports and hobbies in the target language ● Identify physical characteristics of themselves and their famous celebrity ● Read in the target language to identify personal information (Wikipedia) and share: celebrity's birthday, where they live, nationality, profession, and family ● Students can identify a celebrity's family members, nationality and profession. ● Identify famous celebrity likes and dislikes ○ Le gusta, ○ No le gusta, ○ Le encanta <u>Sample Assessments:</u> ● Do Now! Identify a figure by reading a short description using physical characteristics... ● A paper version of a Facebook page will be evaluated. https://docs.google.com/a/summit.k12.nj.us/document/d/1RNxa2c3tuoaT2iHzJgfaAPad7ikV5bfyc5A28p58BEo/edit?usp=sharing

Interpersonal
• 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.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
• 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.
 	
Presentational
• 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,
	• Complete a physical description of a famous hispanic celebrity
	• Play a Guess Who? game using photos of famous Latinos.
	
	<u>Instructional Strategies:</u>
	Interpersonal:
	• Survey students if they have traveled to any spanish speaking country and knowledge of any famous hispanic celebrity.
	• Pair share information about their famous hispanic celebrity based on:
	  ○ ¿Cómo se llama?,
	  ○ ¿Qué le gusta?,
	  ○ ´¿Cuántos años tiene?,
	  ○ ¿Cuándo es su cumpleaños?, and
	  ○ ¿Cómo es?
	• Students will decide what they want to be when they grow up. ¿Que quieres ser? Quiero ser_____
	• Brainstorm and discuss what are the most popular sports played in Latin America https://docs.google.com/a/summit.k12.nj.us/document/d/1OCWU2Br4ogLwnYfgqssIjOo6VhlsbZKcsunniarEIwU/edit?usp=sharing (10 most played sports)
	
	Presentational:
	• Bring in a photo of their favorite athlete, singer, author and present 3 facts about them: Se llama..., Es..., Le gusta...
	• Students will create an instagram post of their favorite athlete, singer, author adding hashtags: #cantante #españa #altoojoscafe
	• Create an original Facebook page for famous Hispanic celebrity
	
	Interpretive:

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.	• Play "¿Cómo es?"- students create a stick figure on white boards based on the teachers' descriptions • Read short biographies of famous Hispanics in the target language. • Watch Youtube videos of short interviews. • https://www.youtube.com/watch?v=wAVzKY-u-ac (Messi) https://www.youtube.com/watch?v=p_S94TaFwqk (Shakira) • Leave comments on Facebook pages. Interdisciplinary Connections Geography: Identifying continents and Spanish speaking countries. Language arts- developing oral expressions and presentational skills Technology Integration • General discussion about how people communicate via social media: instagram, snapchat, twitter, etc • https://youtu.be/6kZJvxjSnOg (World of Dance/Latinos) • https://www.youtube.com/watch?v=wAVzKY-u-ac (Messi) • https://www.youtube.com/watch?v=p_S94TaFwqk (Shakira) • https://docs.google.com/a/summit.k12.nj.us/document/d/1RNxa2c3tuoaT2iHzJgfaAPad7ikV5bfyc5A28p58BEo/edit?usp=sharing (Facebook page) Global Perspectives • Identify the cultural background of famous writers, athletes, singers, scientist and etc. Culturally Responsive Teaching • Surveying students about their family and cultural heritage.
The following skills and themes listed to the right should be reflected in the	21st Century Skills: Creativity and Innovation

design of units and lessons for this course or content area.	Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics

Unit 3: **La Comida**

Standard 7.1World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Big Ideas: *Course Objectives / Content Statement(s)* In this unit, students will explore various cuisines and mealtime traditions around the world and they will develop communicative skills to describe the similarities and differences among their original menus created at the end of the unit.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. Are the favorite foods and eating habits of students in Argentina, Spain and Mexico similar to mine? 2. Do Argentinian , Mexican and Spanish cuisines share any similarities? 3. How does food vocabulary vary from country to country? 4. How do food choices and preferences reflect a person's culture? 5. What does the culture of meal times tell us about Hispanic culture?	Students will understand that... ● Cuisine is a cultural product. ● ● The cultural elements of each country, such as traditional meals, time and currency vary. ● There are food similarities and differences among countries around the world. ● the definite article "the", in spanish, has four different forms (la, las, el, los) ● When expressing likes and dislikes (me gusta/me encanta/no me gusta), by adding "n" at the end, it becomes plural ● when using adjectives, in spanish, you need to make sure they agree with the noun in both number and gender.

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Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Student will: ***Interpretive*** • 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.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. ***Interpersonal*** • 7.1.NM.IPERS.1: Request and provide information by asking and answering	<u>Instructional Focus:</u> Students will… ● Students will become proficient in their use of food vocabulary ● Students will identify the 5 food groups (protein, grains, lactose, vegetables and fruits including sugars) and 3 main meals (desayuno, almuerzo, cena) ● Students will be able to explain what foods they like or dislike in Spanish using the **singular** and **plural** form ○ Me gusta(n), ○ Me encanta(n) and ○ No me gusta(n)) ● Students will apply the **definite articles** when using "Me gusta(n), Me encanta(n) and No me gusta(n) Me gusta **la** manzana. Me gustan **las** manzanas. No me gusta **el** platano. No me gustan **los** platanos. ● Students will identify food dishes specific to Argentina, Mexico and Spain and distinguish the ingredients used in each. ● Students will recognize the **noun-adjective** agreement by describing fruits and vegetables. <u>Sample Assessments:</u> ● Groups from the same country will meet to discuss similarities and differences in their restaurants using a graphic organizer. ● Create an authentic menu reflecting the cuisine of one of the three countries studied (Spain, Mexico, Argentina) including breakfast, lunch and dinner (appetizer, main dish, dessert and beverages.

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.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 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. ***Presentational*** •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.4: Copy/write words,	https://docs.google.com/a/summit.k12.nj.us/document/d/1VES156NUmpsvG8-apmKHBBdJQZzaznTSLs823wKfDoI/edit?usp=sharing (template link to menu)inside https://docs.google.com/a/summit.k12.nj.us/document/d/1Y239GOdWAXwTWYW2lGTBjzfEZoopHMKFnxLrQrl5k7s/edit?usp=sharing (template link to menu)outsidehttps://docs.google.com/a/summit.k12.nj.us/document/d/1Y239GOdWAXwTWYW2lGTBjzfEZoopHMKFnxLrQrl5k7s/edit?usp=sharing • Answer questions orally in Spanish about food preferences. • Match picture of foods and drinks with the correct vocabulary words. • Write sentences describing foods applying the **noun-adjective** agreement. <u>Instructional Strategies:</u> ***Interpersonal:*** • Pair-share foods they like from authentic menus and visuals. • Ask questions about food preferences and survey the results. https://drive.google.com/open?id=0B7yldYKlKn3Vb3N4QnFEbTZXTHc • Students will create a grocery list with appropriate vocabulary. • Play quizlet live (flashcards) • Play Kahoot • Play a Guess What? game identifying a fruit or vegetable http://www.digitaldialects.com/Spanish/Fruit_audio.htm ***Presentational:*** • On a paper plate, students will draw and label three different foods, teacher will ask "Que hay en tu plato?" students will respond with "En mi plato hay...."

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. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.	• In partnerships, students role play placing and taking an order using a menu. ¿Qué quieres para_____? Para _____ quiero... https://drive.google.com/open?id=0B7yldYKlKn3VTmNHNnFGWVNXWjQ • Students create an authentic menu representing the country of study and logo and present it to the class ***Interpretive:*** • Interpret and order from an authentic menu • Students watch a short clip "Bien Tasty" and check off what ingredients were used. https://youtu.be/QYmdR5io7Io • Students will listen to a dish description based on the three countries of study España, Argentina, Mexico, and identify the name of the dish/desert. <u>Interdisciplinary Connections</u> Geography: Identifying continents and spanish speaking countries on a map Language Arts-Developing written and oral expression, as well as presentational skills. <u>Technology Integration</u> • Create a menu (brochure style) using google classrooms ○ https://docs.google.com/a/summit.k12.nj.us/document/d/1VES156NUmpsvG8-apmKHBBdJQZzaznTSLs823wKfDoI/edit?usp=sharing (template link to menu)inside ○ https://docs.google.com/a/summit.k12.nj.us/document/d/1Y239GOdWAXwTWYW2lGTBjzfEZoopHMKFnxLrQrl5k7s/edit?usp=sharing (template link to menu)outside

	• Guess that fruit/vegetable http://www.digitaldialects.com/Spanish/Fruit_audio.htm • Other graphic organizers https://drive.google.com/open?id=0B7yldYKlKn3VSzRYSVZ1bXhzbUE https://drive.google.com/open?id=0B7yldYKlKn3VaEVHWTVJcHNHeWM <u>Global Perspectives</u> • Research typical dishes and dining customs in Argentina, México, and España. • Discuss the differences in meal times around the world and the currency used in México, Argentina, and España. <u>Culturally Responsive Teaching</u> • Surveying students about trips to hispanic restaurants, their family culture and traditional foods that they eat and identify if they are reflective of their ethnicity or culture or the country they are from.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy

	Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics

Unit 4: La ropa de mis vacaciones

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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.</td></tr>
<tr><td colspan="2">Big Ideas: Course Objectives / Content Statement(s)
In this unit, students will develop communicative skills in the target language to describe articles of clothing. They will talk about seasons and weather and how similar or different these are around the world. This information will also directly determine what clothing they need to go on a vacation.</td></tr>
<tr><td>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</td><td>Enduring Understandings
What will students understand about the big ideas?</td></tr>
<tr><td>1. Why is it important to learn a different language?
2. What factors influence your style of clothing?
3. Why do people travel?
4. What clothing do you like or not like?</td><td>Students will understand...
● weather differs from country to country
● Seasons and weather conditions affect what we wear.
● when describing what they need to take on their vacation use the verbs “llevar” and “necesitar” in oral and written form
● Nouns, adjectives, and articles in Spanish are gender and number specific.</td></tr>
<tr><td>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</td><td>Examples, Outcomes, Assessments</td></tr>
<tr><td>Students will:
Interpretive</td><td><u>Instructional Focus:</u>
Students will...
● Student will review seasons and weather vocabulary</td></tr>
</table>

• 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.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. ***Interpersonal*** • 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	• Students will identify temperature using number from 1-100 • Students will be able to state what they like to wear in a specific situation • Students will be able to identify what clothing they like to wear based on certain weather • identify familiar people and places based on simple oral and/or written descriptions (¿Que lleva JLo? JLo lleva....) • demonstrate comprehension of a brief oral/written description based on what a hispanic celebrity is wearing. ¿(Quien lleva pantalones cortos de algodón, con tenis azules...?) • ask and respond to simple questions referring to items of clothing (¿Te gusta la falda morada de Selena Gómez? pair share) • name and describe items of clothing in the target language. <u>Sample Assessments:</u> • Describe what a hispanic celebrity is wearing based on pictures. • Guess who? Identify who the celebrity/classmate is based on oral description (physical and outfit) • Students will describe what they are wearing in the target language. • identify the weather (climate, temp) based on a short clip. ○ <u>https://youtu.be/-UVoQGLmYys</u> "La bicicleta" • play "simon dice...toca tus pantalones rojos" • create a collage using magazine cut outs of individual clothing items to make outfits and write a description, using noun -adjective agreement • Create a "suitcase" in preparation to their summer vacation • Create his/her own passport including, nombre, apellido, fecha de nacimiento, género, nacionalidad, dirección, and fecha de expiración

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.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.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. ***Presentational*** • 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.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate,	https://drive.google.com/open?id=0B8VF_P4Xlbo_RjlmVnMwRjlfN2M (passport) <u>Instructional Strategies:</u> ***Interpersonal:*** • Students can recommend a destination based on their findings/research • Describe the color and material of different articles of clothing to a partner. • Scavenger hunt of who's wearing what (Llevas la camiseta roja? No/Si llevo…) based on clothing and adjective. ○ https://docs.google.com/document/d/1jzpDGYyZA_7N5BEcfrw8XpYuJXm3dMoanS5IUimoQN8/edit?userstoinvite=ajerez@summit.k12.nj.us&ts=59961751&actionButton=1 ***Presentational:*** • Share written description of what they are wearing • Create an outfit using magazine cut outs and share their written description • "Present the weather" students study and write 2-3 facts about a picture ***Interpretive:*** • Guess who? game • Guess the Weather? (short clip) https://www.youtube.com/watch?v=-UVoQGLmYys&feature=youtu.be • "Simón dice"

culturally authentic materials orally or in writing.	Interdisciplinary Connections: Geography: Identifying continents and spanish speaking countries and seasons Language Arts-Developing written and oral expression, focusing on grammar specific to the spanish language. Technology Integration ● Video clips ● Research http://www.atlapedia.com ● https://youtu.be/-UVoQGLmYys "La bicicleta" Global Perspectives ● Research basic information about the chosen country (flag, climate, weather, location, capital, currency) ● Discuss the difference and similarities of weather and its impact on clothing around world. Culturally Responsive Teaching ● Exploring the evolution of clothing through generations using examples of clothing worn by students' grandparents, parents, and themselves.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy

	Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics