Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: Sixth Grade/Novice Spanish
Length of Course: Full Year

Curriculum

Course Description:

This Spanish course is designed to develop students' communicative skills by using the target language to make real connections with members of the Spanish-speaking world, with an emphasis on the country of Colombia. The language objectives in this course focus on providing students with opportunities to both apply and extend their prior knowledge of thematic vocabulary in the target language as they get to know, among many others, a former Colombian teacher and her family. Students will broaden their awareness, acceptance and understanding of cultural perspectives, products, and practices in Spanish-speaking countries.

This course is designed to foster communication between the sixth grade students of Summit and their Colombian peers through the completion of six Integrated Performance Assessments, or IPAs. These summative assessments incorporate the three modes of communication: the interpretive, interpersonal, and presentational modes, placing the primary emphasis of instruction on the context and purpose for communication. Each unit of study engages students in language acquisition activities that have real-life connections. These summative assessments promote authentic and relevant experiences with the Spanish language by providing opportunities for LCJSMS students to communicate with their peers in the target language and make connections with their global peers on topics such as personal likes and dislikes, hobbies, school days and schedules, favorite foods, cultural foods, seasonal clothing and points of interest for travel. These six Integrated Performance Assessments allow the students to showcase their knowledge of Spanish, require students to interpret and respond to real life experiences and conversation, while gaining a deeper understanding of another culture.

This course is designed to accommodate varying levels of language proficiency as defined by the American Council of Teachers of Foreign Languages. The course is aligned to the New Jersey Student Learning Standards for World Language 7.1. During the year, emphasis will be on developing language skills with interdisciplinary connections to social studies, science, math, health and technology skills that include (but are not limited to): knowledge of geographical locations, cultural influences, weather patterns, military time, healthy eating habits, and the metric system.

Unit 1: ¡Bienvenidos a Colombia!

Big Ideas: Learning a language is more than just being able to speak it. One must live it and feel it. Language acquisition involves an integration of communication, culture, and community. All of the following aspects of communication help to develop and reinforce an understanding and application of the target language:

- Oral and written conversation
- Listening and reading in a variety of authentic communication formats
- Presenting information
- Getting acquainted with the people, practices, and customs of the target country being studied.
- Cultural comparisons and contrasts help the students understand that language is a tool that can be used to communicate with others, forging enduring relationships and fostering understandings.

Essential Questions	**Enduring Understandings**
1. What does it mean to be an American? 2. What are my motivations to learn Spanish? 3. How can a cultural awareness of Colombia help me learn Spanish? 4. What is it like to be from another country? 5. How can being able to communicate in Spanish help me in the future?	Students will understand that… ● Colombia is a Spanish-speaking country at the northern tip of South America that is made up of 32 departments. ● Bogotá is the capital of Colombia. ● It's Colombia, Not Columbia! ● There are students and teachers in the Summit Public Schools who are from Colombia or whose families are from Colombia. ● 90% Plus instruction and production of the target language is essential for students in the Novice Spanish classroom to develop their language proficiency skills. ● The verbs LLAMARSE, TENER, and SER are used in the present tense to convey personal information. ● The *IR + A + infinitive* construct is used to ask and talk about what people are going to do. ● The weather varies by region in Colombia.
Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will: 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.	**Examples, Outcomes, Assessments** Instructional Focus: To become acquainted with the country of Colombia. ● To describe oneself using personal information such as full name, age, hair and eye color, place of birth,

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.PRSNT.1: Recombine basic information at the phrase and	• and where s/he hails. • To talk about activities one is going to do in the future. • To ask about and describe the weather. Sample Assessments: **FORMATIVE** Cédula Fill-in Colombian Passport Fill-in Santa Marta Map Activity ¿Qué vas a hacer? Exit Ticket Mis compañeros de clase y yo **SUMMATIVE** Describe a la mujer y el tiempo - Frutas Palenquera https://www.youtube.com/watch?v=XcyWF-57kgM ¡Bienvenidos a Colombia! This end-of-unit assessment allows students to showcase their reading, listening, speaking, and writing proficiencies via authentic interpretive, interpersonal, and presentational tasks. They will listen to Colombian people describe themselves, read a Colombian passport, talk with a partner about an imaginary upcoming trip to Colombia, and write to Elizabeth describing their itineraries. Instructional Strategies: **INTERPRETIVE** 1. Descubriendo Colombia https://www.youtube.com/watch?v=fvbfubVMTeM&t=70s 2. Edinson: retrato físico https://www.audio-lingua.eu/spip.php?article2593 3. Un pasaporte colombiano http://www.elsolnews.com/colombianos-deben-portar-nuevo-pasaporte-con-lectura-mecanica/ 4. El tiempo de hoy en Colombia https://www.youtube.com/watch?v=M8j5YaM

sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. **CRP1:** Act as a responsible and contributing citizen and employee. **CRP2:** Apply appropriate academic and technical skills. **CRP3:** Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5:** Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7:** Employ valid and reliable research strategies.	pXIE **INTERPERSONAL** 1. ¿Qué vas a hacer en Colombia? 2. ¿Qué van a hacer los amigos en Colombia? 3. ¿Qué tiempo hace el día de hoy? 4. Flip Grid - Mis vacaciones a Colombia with peer video responses 5. Partner chat as part of summative assessment **PRESENTATIONAL** 1. Google Voice - Descubriendo Colombia 2. Screencastify - Mis vacaciones a Colombia 3. Letter to Elizabeth as part of summative assessment - Mis vacaciones a Colombia **Interdisciplinary Connections** Metric conversions for height and weight (MATHEMATICS) **Technology Integration via Chromebooks** Flip Grid for video responses Google Forms for formative and summative assessments Google Street View for city activities Kahoot! Pear Deck Quizizz **Global Perspectives** ¿Qué ves? - A Short Trip to Magical Colombia - Set to catchy and authentic Colombian music, students will get to see the country for themselves. https://www.youtube.com/watch?v=VH2YG559lGQ **Culturally Responsive Teaching** Students will make a short list of things that they're going to do on their next vacation, days off, etc. using the IR + A + inf. Construct.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9:** Model integrity, ethical leadership and effective management. **CRP10:** Plan education and career paths aligned to personal goals. **CRP11:** Use technology to enhance productivity. **CRP12:** Work productively in teams while using cultural global competence.	

Unit 2: ¿Cómo somos?

Big Ideas: Learning a language involves learning about those who speak the language and how they ***use*** the language in their everyday lives to make it through another day, particularly the language/vocabulary they use to let others know about them as individuals.

Essential Questions	Students will understand that... • They already have language and communication skills that they can utilize to communicate with

<table>
<tr>
<td>1. Who stares back at me when I look in the mirror?

2. How am I similar to and different from my peers in Summit and in Colombia?

3. How do people communicate who they are?</td>
<td>Spanish-speaking students around the world.
• They are similar to and different from their LCJSMS peers.
• The verb GUSTAR used in conjunction with verbs is used to communicate likes and dislikes.
• The present tense of the verb SER in conjunction with adjectives is used to describe self and others.</td>
</tr>
<tr>
<td>Areas of Focus: Proficiencies (Cumulative Progress Indicators)
Students will:

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</td>
<td>Examples, Outcomes, Assessments

In the target language, learners will be able to:
• talk about their personalities and others’ personalities using the verb SER.
• talk about what they and others like and don’t like to do using the verb GUSTAR.

Sample Assessments:

FORMATIVE
¿Quién soy yo? Exit Ticket

Elizabeth’s Facebook Profile
Pear Deck activities, i.e. drawings
Authentic Reading and Listening activities via Google Forms

SUMMATIVE
IPA: ¿Cómo somos?
This end-of-unit assessment allows students to showcase their abilities to hear, speak, read, and write the target language. They will listen to people describe themselves and what they like and don’t like to do, read about Elizabeth’s personality and likes and dislikes, talk with a classmate about their personalities and likes and dislikes, and write a letter to Elizabeth’s son, Wilson Alejandro, to describe themselves.</td>
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</table>

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. **CRP1:** Act as a responsible and contributing citizen and employee. **CRP2:** Apply appropriate academic and technical skills. **CRP3:** Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5:** Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation.	Instructional Strategies: **INTERPRETIVE** 1. Yelena, mi hija https://www.audio-lingua.eu/spip.php?article4861 2. Alejandra : lo que me gusta y lo que no me gusta https://www.audio-lingua.eu/spip.php?article3525 3. Presentación María https://www.youtube.com/watch?v=xTGtsW4DCW0 4. Presentación Kimberly Jeferson https://www.youtube.com/watch?v=qNix-Rdagck 5. Carmen Lomas Garza - Sandía http://chicanaart.blogspot.com/2014/11/carmen-lomas-garza-sandia.html 6. ¿Qué te gusta hacer en verano? https://comunidad.hipertextual.com/t/que-te-gusta-hacer-en-verano/2305 **INTERPERSONAL** 1. ¿Quién soy yo, y quién eres tú? 2. Information Gap - ¿Cómo es la familia Cely - Hernández? 3. Flip Grid - Me presento with peer video responses 5. Partner chat as part of summative assessment **PRESENTATIONAL** 1. Poem - ***Yo soy yo*** 2. Screencastify - Auto presentación 3. Letter to Elizabeth's son, Wilson Alejandro, as part of summative assessment - Me presento 4. Letter of Introduction to CHAT por Summit **Technology Integration via Chromebooks:** Flip Grid for video responses Google Forms for formatives and summatives Kahoot! Padlet Pear Deck Quizizz **Global Perspectives:** Vidas paralelas https://www.youtube.com/watch?v=8-GxLRQeT_o#t=187

CRP7: Employ valid and reliable research strategies. **CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9:** Model integrity, ethical leadership and effective management. **CRP10:** Plan education and career paths aligned to personal goals. **CRP11:** Use technology to enhance productivity. **CRP12:** Work productively in teams while using cultural global competence.	Students will learn about the daily lives of two Spanish-speaking students, one from Colombia and one from Spain and be able to compare and contrast their daily lives with the two students. ¿Cómo son las personas? - Faces of Colombia https://www.youtube.com/watch?v=_7Ae7BUBE1U Students will see various people from Colombia and how they look like and don't look like them. **Interdisciplinary Connections:** ● Using the verbs GUSTAR and SER, along with verbs and adjectives, describe at least two (2) characters from the book, Wonder. (LANGUAGE ARTS) **Culturally Responsive Teaching:** ● Students will write about places they've been to and what they like to do and not do in those places.

Unit 3: ¿Estás listo/a para el colegio?

Big Ideas: Education is a vital part of an individual's success in life. As students describe various aspects of their school day they will also examine the differences and similarities between the school system in the U.S. and that of Colombia. This unit will help students understand more clearly the importance of education across the globe and the advantages of learning a second language.

Essential Questions	**Enduring Understandings**
1. How do we say which class we like or dislike? 2. How do we communicate what we need for school? 3. How does the education system of Colombia reflect its culture? 4. How does where I live influence my education? 5. How can cultural awareness enhance my language learning and vice versa? 6. How important is school to ***me***? 7. How often are time expressions used in daily life?	Students will understand that… ● I.E. Elisa Borrero de Pastrana is a public school located in La Árgentina, Huila, Colombia. ● Public schools and private schools follow two different calendars in Colombia. ● Uniforms are worn in both public and private schools in Colombia. ● Students in Colombia use the formal pronoun *usted* to address their teachers and other adults in the school setting and often use the informal pronoun tú with their peers. ● Their peers in Colombia will appreciate their efforts to use and learn their language. ● Learning a second language will open doors professionally and personally. ● The verb TENER is used in the present tense to talk about their school schedules. ● The verb SER is used in the present tense to describe their classmates and teachers. ● Various "ar" and "er" verbs are used in the present tense to identify what they and others do during a typical school day.
Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will: 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes	**Examples, Outcomes, Assessments** Instructional Focus: In the target language students will... ● Become acquainted with I.E. Elisa Borrero de Pastrana and other schools in Colombia. ● Talk and write about their classes, schedules, and school activities.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.	• Identify and describe school supplies that are essential for a typical school day • Compare and contrast their school day with that of their peers in I.E. Elisa Borrero de Pastrana and other schools in Colombia and the Spanish-speaking world. • Exchange information while describing their teachers and classes. Sample Assessments: **FORMATIVE** Padlet - Mi clase favorita Exit Ticket - Una clase que me gusta Pear Deck activities, i.e. drawings Authentic Reading and Listening activities via Google Forms **SUMMATIVE** ¿Estás listo/a para el colegio? This end-of-unit assessment allows students to showcase their reading, listening, speaking, and writing proficiencies via authentic interpretive, interpersonal, and presentational tasks. They will listen to students describe their school schedules, read a weekly class schedule for students from a school in Colombia, talk to a classmate about their classes, teachers, and daily experiences here at LCJSMS, and write a letter to Elizabeth about their LCJSMS day. Instructional Strategies: **INTERPRETIVE** 1. Edinson - El día de un estudiante colombiano https://www.audio-lingua.eu/spip.php?article3281 2. Elvira - Mi horario

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. **CRP1:** Act as a responsible and contributing citizen and employee. **CRP2:** Apply appropriate academic and technical skills. **CRP3:** Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5:** Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7:** Employ valid and reliable research strategies.	https://www.audio-lingua.eu/spip.php?article1349 3. Karina - El uniforme contra la desigualdad https://www.audio-lingua.eu/spip.php?article1803 4. Planilla de notas from I.E. Elisa Borrero de Pastrana 5. Daily class schedule from I.E. Elisa Borrero de Pastrana 6. Website Scavenger Hunt - Colegio Jordán de Sajonia http://jordandesajonia.edu.co/ **INTERPERSONAL** 1. Information Gap - Dos colegios colombianos 2. Information Gap - Mi horario escolar 3. Partner chat as part of summative assessment **PRESENTATIONAL** 1. Screencastify - Mi día aquí en LCJSMS 2. Letter to Elizabeth as part of summative assessment **Technology Integration via Chromebooks:** Flip Grid for video responses Google Forms for formatives and summatives Kahoot! Padlet Pear Deck Quizizz **Global Perspectives:** 1. Recorrido por las instalaciones del Colegio Gimnasio del Norte - Bogotá D.C. Colombia https://www.youtube.com/watch?v=aOkZHRvifK0 LCJSMS students will get to see a school in action in Bogotá, Colombia. They will be able to compare and contrast their LCJSMS experiences with those of students in this

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9:** Model integrity, ethical leadership and effective management. **CRP10:** Plan education and career paths aligned to personal goals. **CRP11:** Use technology to enhance productivity. **CRP12:** Work productively in teams while using cultural global competence.	Colombian school. **Interdisciplinary Connections:** Hands On Outreach: WE PROVIDE BACKPACKS FILLED WITH SCHOOL SUPPLIES FOR CHILDREN IN FIVE COLOMBIAN VILLAGES (ADVISORY - PILLAR of KINDNESS) - http://www.handsonoutreach.com/school-supplies/ **Culturally Responsive Teaching:** Colombian School System http://www.universia.es/estudiar-extranjero/colombia/sistema-educativo/estructura-sistema-educativo/3076

Unit 4: Las raíces de mi familia

Big Ideas: A global citizen is one who is accepting of other cultures and actively seeks to better understand the practices and people of that country. In turn, gaining more insight about self and the world. In this unit, students will gain more insight about the family unit in Colombia and how it affects the culture of its people.

Essential Questions 1. How does learning about the concept of family in Colombia make an individual understand and appreciate his/her own? 2. What does it take to become a global citizen? 3. What is the value of knowing about the people, practices and culture of Colombia? 4. How are family dynamics similar or different in Colombia? 5. How do we communicate which members are in our family?	**Enduring Understandings** Students will understand that… ● The ability to communicate in a language other than English is an indispensable asset in a modern global society. ● Geography, family and language impact who we are as people and influence the way we interact in a global society. ● Many people from the Spanish-speaking world use both their fathers' and mothers' last names when identifying themselves. ● Fernando Botero is a famous Colombian painter whose works often depict families expressed in exaggerated form. ● The irregular verbs TENER and SER are used in the present tense to talk about age, personalities, and physical attributes. ● The present tense of regular "ar" verbs is used to talk about what family members do on a daily basis.
Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will: 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or	**Examples, Outcomes, Assessments** **Instructional Focus:** ● Talk and write about family members and family relationships. ● Discuss occupations of family members. ● Identify and describe family pets. **Sample Assessments:** **FORMATIVE** Exit Ticket - Mi familia Fernando Botero - La familia Pinzón

written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. **CRP1:** Act as a responsible and contributing citizen and employee.	http://www.arteygalerias.com/botero/botero-%E2%80%93-obra-la-familia-pinzon/ **SUMMATIVE** En familia This end-of-unit assessment allows students to showcase their reading, listening, speaking, and writing proficiencies via authentic interpretive, interpersonal, and presentational tasks. They will listen to people describe their families, read about the family of Colombian soccer star, James Rodríguez, talk with a classmate about their families, and write a letter to Elizabeth describing their families. **Instructional Strategies:** **INTERPRETIVE** 1. La familia de Elizabeth 2. Las familias de Marcela y Luís http://spanishlistening.org/content/200-luis-columbia-familia.html 3. Foto de familia http://www.podcastsinspanish.org/listen/level1/foto.mp3 4. Fernando Botero: padre, esposo y abuelo fuera de serie http://www.elcolombiano.com/historico/fernando_botero_padre_esposo_y_abuelo_fuera_de_serie-NBEC_177749 **INTERPERSONAL** 1. Information Gap - Family Trees 2. Las familias de mis compañeros de clase **PRESENTATIONAL** 1. Screencastify - La familia 2. Botero painting description 3. Letter to Elizabeth as part of summative assessment **Technology Integration via Chromebooks:** Flip Grid for video responses

CRP2: Apply appropriate academic and technical skills. **CRP3:** Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5:** Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7:** Employ valid and reliable research strategies. **CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9:** Model integrity, ethical leadership and effective management. **CRP10:** Plan education and career paths aligned to personal goals. **CRP11:** Use technology to enhance productivity.	Google Forms for formatives and summatives Kahoot! Padlet Pear Deck Quizizz **Interdisciplinary Connections:** Alexander the Great Family Tree (SOCIAL STUDIES - ANCIENT GREECE) **Global Perspectives:** Spanish Surnames Explained https://www.youtube.com/watch?v=iizL_IQgSow Estos son los apellidos más comunes en Colombia. https://www.youtube.com/watch?v=MMUUfdBBb3M **Culturally Responsive Teaching:** Los apellidos de mi familia Students will have the opportunity to present their family trees using the various last names of their family members

CRP12: Work productively in teams while using cultural global competence.	

Unit 5: ¡Buen provecho!

Big Ideas: In this unit, students will examine vocabulary, grammar and culture as it ties in to the topic of food. In examining food in Colombia (and other Spanish speaking countries), students will engage in deeper understanding of the culture behind it and what differences there are to be discovered between what they learn and what they know of their own food and culture. They will acquire tools to engage in casual and formal conversation as it relates to food and restaurants. Students will ultimately have a deep knowledge of specific locations, restaurants and Colombian dishes as can be found near Santa Marta and Bogotá, Colombia.

1. How do I interpret a restaurant menu from Colombia? 2. How do I order food when I don't understand every word on the menu? 3. How can I identify and describe various food items from Spanish speaking countries? 4. What are the differences between meals in Colombia	**Enduring Understandings** Students will understand that… • Food is a universal language that brings people together. • While there exist national dishes, Colombian food varies by region. • They can purchase Colombian food close to LCJSMS at Latin Bistro and nearby Elizabeth. • Colombian food and that from many Spanish-speaking countries are full of flavor, spice, and zest due to the included ingredients.

and those commonly eaten in Summit? 5. What are other types of food that Colombian food can be compared to?	• Knowing conversational vocabulary regarding food and restaurants will provide them with a useful life skill. • The verbs TOMAR and BEBER both mean TO DRINK and are used in the present tense to identify what they and others drink on a daily basis. • The verb COMER is an "ER" verb that means to eat and is used in the present tense to identify what they and others eat on a daily basis. • The verbs DESAYUNAR, ALMORZAR, and CENAR are often used in lieu of COMER to denote specific meals.
Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will: 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural	**Examples, Outcomes, Assessments** **Instructional Focus:** In the target language students will... • identify common main dishes, side dishes, desserts and beverages that are offered in restaurants in Colombia and other Spanish-speaking countries. • order food from a menu. • become acquainted with restaurants in Bogotá and Santa Marta and choose a meal to order. • State what foods and drinks they have for each meal. **Sample Assessments:** **FORMATIVE** Exit Ticket - La comida que me gusta Restaurant Reviews on Yelp Restaurante Casa Santa Clara

practices associated with target culture(s).

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

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

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

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

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

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

https://www.youtube.com/watch?v=RKqX2sbPnDo

SUMMATIVE

¡A comer!

This end-of-unit assessment allows students to showcase their reading, listening, speaking, and writing proficiencies via authentic interpretive, interpersonal, and presentational tasks. They will listen to people describe their eating habits, read a menu from a Colombian restaurant, talk to a classmate about food, and write a letter to Elizabeth describing what they eat on a typical day.

Instructional Strategies:

INTERPRETIVE

1. 5 Desayunos típicos colombianos por región
http://tiketeo.com/blog/5-desayunos-tipicos-colombianos-por-region/
2. ¿Qué comidas te gustan, y que comidas no te gustan?
http://spanishlistening.org/content/139-Gaby_Argentina_FoodlDislike.html
3. ¿Prefieres café o té?
http://spanishlistening.org/content/229-Laura-Spain-Prefecture.html
4. Fredy : los tamales
https://www.audio-lingua.eu/spip.php?article3040
5. Restaurante La Herencia menú
https://restaurantelaherencia.com/menu/

INTERPERSONAL

1. ¿Qué te gusta comer y qué no te gusta comer?
2. Information Gap - Dos menus
3. ¿Adónde ir?

PRESENTATIONAL

1. Restaurant Review
2. Screencastify - La comidas y las bebidas

Technology Integration via Chromebooks

Flip Grid for video responses
Google Forms for formatives and summatives

CRP3: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5:** Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7:** Employ valid and reliable research strategies. **CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9:** Model integrity, ethical leadership and effective management. **CRP10:** Plan education and career paths aligned to personal goals. **CRP11:** Use technology to enhance productivity. **CRP12:** Work productively in teams while using cultural global competence.	Kahoot! Padlet Pear Deck Quizizz **Global Perspectives** Platos típicos de Colombia http://off2colombia.com.co/destino-colombia/comida-y-bebidas-colombianas/platos-tipicos-de-colombia This authentic interpretive (reading) task allows students to become familiar with typical Colombian dishes. **Interdisciplinary Connections:** • Typical Colombian Foods and U.S. Dietary Guidelines (HEALTH) • Colombian Pesos to USD based on restaurant menus (MATHEMATICS) **Culturally Responsive Teaching:** • Students present an authentic dish/beverage from their countries of origin.

Unit 6: ¿Qué debo llevar a Colombia?

Big Ideas: In this unit, students will use the target language to describe clothing worn during different seasons of the year. They will examine the different types of weather that Colombia experiences and will identify the corresponding clothing that is needed in those areas. Finally they will converse on various leisure places and activities that can be done throughout Colombia.

Essential Questions	**Enduring Understandings**
• How do I speak of clothing in Spanish? • How can I describe clothing in Spanish? • What types of clothing do I need to bring for the weather in Colombia?	Students will understand that… • Colombian students like and wear some of the same clothing as their LCJSMS peers. • The same brands in Colombia cost a lot more money than they do here in the United States. • Colombia is known for its fashion designers, especially those in Bogotá and Medellín. • The weather in Colombia varies depending on the region. • There are a variety of leisure activities that can be done in Spanish-speaking countries - some similar and different to leisure activities in the U.S. • Adjectives always agree in gender and number. • The verb LLEVAR means "to wear", the phrase "TENER

	PUESTO" means to have on, and the verb COMPRAR means "to buy".
Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will: 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.	**Examples, Outcomes, Assessments** *In the target language students will...* • talk about clothing, footwear, and accessories that they and others like and don't like. • identify and describe different articles of clothing needed for various locations in Colombia • talk about what clothing, footwear, and accessories that they and others buy, and how and where they purchase them. • describe what they currently have on and what they wear in different settings. **Sample Assessments:** **FORMATIVE** Fernando Botero - ***Picnic*** Short Responses - La ropa que me gusta y no me gusta La Palenquera - descripción Exit Ticket - La ropa que me gusta y no me gusta Summative La moda This end-of-unit assessment allows students to showcase their reading, listening, speaking, and writing proficiencies via authentic interpretive, interpersonal, and presentational tasks. They listen to

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

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

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

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

people describe their outfits and read an advertisement for a Colombian department store. They also have a conversation with a classmate and write a letter to Elizabeth describing their clothing likes and dislikes, what they wear in different situations, and who buys their clothes.

Instructional Strategies:

INTERPRETIVE
1. Qué llevar si viajas a . . . Colombia
https://www.deviaje.com/_/como-hacer-la-maleta/15/colombia.html
2. Leonardo: el uniforme colombiano
https://www.audio-lingua.eu/spip.php?article5626
3. Rachel: mi quinceañera
https://www.audio-lingua.eu/spip.php?article5590
4. Almacenes Flamingo (Website Walk-through)
http://flamingo.com.co/
5. ***La camisa negra*** por Juanes

INTERPERSONAL
1. Information Gap - ¿Cuánto cuesta(n)?
2. ¿Qué ropa te gusta y no te gusta?
3. ¿Qué tienen puesto? (Botero paintings)

PRESENTATIONAL
1. La ropa que yo tengo puesta
2. Exposición de moda (In-class)
3. Letter to Elizabeth as part of summative assessment

Technology Integration via Chromebooks:

Flip Grid for video responses
Google Forms for formatives and summatives
Kahoot!

CRP6: Demonstrate creativity and innovation. **CRP7:** Employ valid and reliable research strategies. **CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9:** Model integrity, ethical leadership and effective management. **CRP10:** Plan education and career paths aligned to personal goals. **CRP11:** Use technology to enhance productivity. **CRP12:** Work productively in teams while using cultural global competence.	Padlet Pear Deck Quizizz **Global Perspectives:** Historia de la moda en Colombia através de los años http://www.revistacompensar.com/comprendiendo/historia-de-la-moda-en-colombia-traves-de-los-anos/ From the arrival of Columbus to the 2000's, students will read about clothing that men, women, boys, and girls have worn through the centuries in Colombia. **Interdisciplinary Connections:** Colombian pesos to USD conversions for clothing, footwear, and accessory purchases (MATHEMATICS) **Culturally Responsive Teaching:** Fundación Pies Descalzos https://fundacionpiesdescalzos.com/que-hacemos/