

ROBBINSVILLE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION

DEPARTMENT:
World Language - Spanish

COURSE TITLE:
6th Grade Spanish IA

Board of Education

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Cynthia Devine - Revisions 2017
Marya Radosti, Liz Gray & Marie Brooks- Original Writers 2016

Supervisors

Amanda Matticks Carpena

BOARD OF EDUCATION INITIAL ADOPTION DATE: September, 2017

Course Philosophy

Courses in world language and cultures should provide students ongoing and varied opportunities to develop their proficiency across a full range of contexts (themes) that reflect the richness of respective target languages and cultures.

A theme-based curriculum allows students to demonstrate proficiencies along the language learning continuum. Grammatical skills and vocabulary support exploration of themes. Students acquire syntactic skills and build lexicons in thematic contexts as they develop proficiency.

As students explore topical essential questions they will develop needed background knowledge for the overarching themes. This knowledge will serve them when they revisit the themes in upper level courses.

By developing a common framework from the beginning to end of the language learning sequence, incorporating enduring understandings and essential questions that are intentionally recycled, teachers can scaffold instruction from level to level based on skills and proficiencies in an embedded context. In this scaffolding approach, skills, proficiencies and contexts are NOT separate items but rather threads throughout the framework.

Course Description

Spanish IA students will engage in the study of the AP Themes: Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will gain the skills and proficiencies necessary for effective communication in Spanish enabling them to express themselves. Effective communication, cultural understanding and global awareness are the focus of this interdisciplinary course of study.

Course Proficiency Goals

Overview of Proficiency Goals

As students demonstrate proficiencies along the language learning continuum, they will also strive to meet proficiency goals in speaking, reading, writing, and listening by the end of each section of Spanish 1 and subsequent courses. Proficiency standards are aligned with the American Council on Teaching Foreign Languages' (ACTFL) proficiency guidelines.

End of Spanish IA (6th grade) - Novice Low to Novice Mid

End of Spanish IB (7th grade) - Novice Mid to Novice High

End of Spanish IC (8th grade) - Novice High to Intermediate Low

Instructional and assessment practices take into consideration students' individual differences in developing proficiency. Tasks are designed to simulate real world situations and to inclusively allow students of all levels to demonstrate their particular proficiency level.

Proficiency Goal for Spanish IA (6th Grade)

Over the course of Spanish IA students will progress from Novice Low to Novice Mid proficiency level in speaking, writing, reading, and listening.

At the Novice Low level, students can verbally exchange greetings, give their identity, and name familiar objects. They can write a very limited number of isolated words or familiar phrases from memory with frequent error. When listening and reading, Novice Low students can recognize isolated words or very high-frequency phrases within strongly supportive contexts.

As students move to Novice Mid, they will be able to speak and respond to direct questions using isolated words and memorized phrases, relying on repetition as tasks increase in difficulty. They will be able to write words and phrases from memory, sufficient to fill out personal information on biographical forms or documents. Writing will be accurate with formulaic language. Through listening and reading they will begin to understand aural and written cognates along with high-frequency, highly contextualized words and phrases with the aid of repetition and re-reading. They will best comprehend single phrases at a time.

(ACTFL (2012). Proficiency Guidelines. http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

**Robbinsville Public Schools
Scope, Sequence and Assessment**

**Course Name
Spanish IA - Grade 6**

Unit Title	Unit Understandings and Goals	Recommended Duration	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Personal and Public Identities	<p>Students are in the process of discovering their own identities and they will be interested in describing their and other's' personalities and themselves and others physically and emotionally.</p> <p>Students will explore their identities in a cultural context seeing themselves through the lens of an American and in different cultural contexts.</p> <p>The goal will be for teacher and student to learn together about themselves and others.</p>	Sept-Nov	<p>Student Survey</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p> <p>Picture Dictionary</p>	<p>Written Assignments</p> <p>Oral Presentations</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Role Play</p> <p>Dialogues</p> <p>Research Assignments</p> <p>Interviews</p> <p>Creating a calendar</p> <p>Create a flag</p> <p>Timed chat</p>	All About Me Project

<p>Families and Communities</p>	<p>Families and communities are influenced by cultural values and practices.</p> <p>Students will explore what constitutes a family and the roles that families and school communities play around the world.</p> <p>Students will discuss how they contribute to the well-being of the school community.</p> <p>Students will be able to compare their school community with those of Spanish speaking countries.</p>	<p>Dec-Feb</p>	<p>Student Survey of cultural awareness</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p>	<p>Written Assignments Oral Presentations Observations Participatory Rubrics Role Play Dialogues Research Assignments Interviews Creating a calendar Create a flag Timed chat</p>	<p>Family Tree Project</p> <p>Exchange student interview</p> <p>Tree House Project</p>
<p>Beauty and Aesthetics</p>	<p>Cultural celebrations and their products are a lens into a culture's perspective on beauty and aesthetics.</p> <p>Beauty and creativity are defined by society as well as by individuals</p> <p>The goal will be for students to explore four different modes of creativity expressed through celebrations.</p>	<p>Mar-Jun</p>	<p>Student Survey of beauty and aesthetic awareness</p> <p>Oral Questions/ Discussion/art identification</p> <p>Anticipatory Set Questions</p>	<p>Written Assignments Oral Presentations Observations Participatory Rubrics Role Play Dialogues Research Assignments Interviews Creating a calendar Create a flag Timed chat</p>	<p>Celebration multimedia project</p> <p>The Arts - Reflection</p> <p>Newscast multimedia project</p>

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Unit #1: Personal and Public Identities

Suggested Timeframe: September to November, 2 weeks per mini unit

** The components of this unit will be carried out throughout the entire year. **

Enduring Understandings:

Communication

We understand and express personal and public identities through interpersonal, interpretive and presentational communication.

Cultures

Cultural practices surrounding greetings and naming relate to cultural perspectives.

Cultural products associated with holidays and celebrations relate to cultural perspectives.

Connections

Who we are and how we relate to others is a result of many factors including where we are from, where we are presently and what we experience.

Comparisons

How we address others varies by language and culture.

Communities

Spanish helps us participate in communities inside and outside of school.

**ACTFL. (n.d.) National Standards for Foreign Language Education.
<http://www.actfl.org/node/192>*

Essential Questions:

*How are aspects of identity expressed in various situations?

*How do language and culture influence identity?

*What is a good way to start to understand people from other cultures?

*Who are we and what is important to share about ourselves and others?

*How can I describe myself and others?

*How can I ask questions to learn about others?

*How can we best communicate our preferences and personalities in a culturally appropriate way?

*How can we understand ourselves better through others?

*What can I learn about a culture through the lens of important people in that culture?

*What is a stereotype? How do stereotypes influence our beliefs about others?

**The College Board. (2013–2014). AP® Spanish Language and Culture Curriculum Framework.
http://media.collegeboard.com/digitalServices/pdf/ap/11b_3435_AP_SpanLang_CF_WEB_110930.pdf*

Relevant Standards	Learning Objectives	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1 NM.A.1 7.1 NM.A.2 7.1 NM.A.3 7.1 NM.A.4 7.1 NM.A.5 7.1 NM. B.1 7.1 NM. B.2 7.1 NM. B.3 7.1 NM. B.4 7.1 NM. B.5 7.1 NM. C.1 7.1 NM. C.2 7.1 NM. C.3 7.1 NM. C.4 7.1 NM. C.5	<p>* I can give basic information about myself.</p> <p>*I can ask basic questions to find out more about someone else.</p> <p>*I can use greetings, salutations, introductions, and polite expressions.</p> <p>*I can inquire about how others are doing and feeling.</p> <p>*I can be formal or informal (usted/tú) in the appropriate situation.</p> <p>*I can use survival classroom expressions (¿Puedo ir al baño? ¿Necesito...? Saca...)</p> <p>*I can describe myself using physical and personality traits.</p> <p>*I can state my preference.</p> <p>*I can tell the date and discuss the weather.</p> <p>*I can identify Spanish speaking countries and their flags.</p>	<p><i>Communicative Activities, Shared Authentic Materials, Mini-Lessons, Teacher Modeling, Small Group Instruction, Applying Skills through Conversation and Writing</i></p> <p>Setting up Individual Proficiency Goals:</p> <ul style="list-style-type: none"> ● Discussing the proficiency levels ● Introducing keys to learning a new language ● Communication vs Memorization ● Individual Conferences <p>Setting up Classroom Goals:</p> <ul style="list-style-type: none"> ● Classroom Procedures ● Classroom Responsibilities ● Comprehension and Comprehensibility ● Teacher Goals <p>Communicative Activities:</p> <ul style="list-style-type: none"> ● Info-Gaps ● Turn and Talk ● Think-Pair-Share ● Ask Who ● Inner/Outer Circle ● Centers ● Virtual Field Trips ● Comprehensible Input ● TPR ● Storytelling 	<p><i>Google Classroom - Daily Assignments/Assessments</i></p> <p><i>Google Forms - Weekly Reflection Anchor Charts</i></p> <p><i>Rockalingua, Quizlet, Kahoot, YouTube - Games/Music</i></p> <p><i>SpanishDict - Dictionary</i></p> <p><i>Google Docs/Slides - Presentations</i></p> <p><i>Que tal - Magazine</i></p> <p><i>Hispanic Heritage - Children's Books</i></p> <p><i>Book of Life - Video Clips</i></p> <p><i>Mini-Unit Themes - Picture Dictionary</i></p> <ul style="list-style-type: none"> ● Classroom Essentials ● Calendar (numbers, days, months) ● Colors / Shapes ● Flags / Nationalities ● Descriptions / Emotions ● Body / Face ● Weather / Seasons ● Clothing <p><i>Incorporated Grammar Points - Ser, Estar, Tener, Me gusta, Adj/Noun</i></p>	<p>Class Participation</p> <p>Communicative Activities</p> <p>Formative Assessments</p> <p>Project Rubric Assessments</p> <p>Small group discussions</p> <p>Summative Assessments:</p> <p>-Aztec Calendar</p> <p>-All About Me (Flag Project)</p>

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Unit #2: Families and Communities

Suggested Timeframe: December to February, 2 weeks per mini unit

** The components of this unit will be carried out throughout the entire year. **

Enduring Understandings:

Communication

We share our views on family and educational communities through interpersonal, interpretive and presentational communication.

Cultures

Familial involvement in school communities is a practice that varies by culture and socioeconomic status and reflects different perspectives.

The family functions to locate children socially and plays a major role in their socialization.

Cultural products associated with holidays and celebrations relate to cultural perspectives.

Connections

Knowledge of geographical regions and climate helps us understand differences in school and family communities.

Studying the family and familial structures in an entrance into the field of sociology.

Comparisons

US and Spanish speaking schools differ in terms of the importance placed on certain recreational, academic, and familial elements.

Communities

Spanish helps me participate in communities inside and outside of school.

Essential Questions:

*What constitutes a family? How do family structures and values differ? How does culture define family?

*How can I describe a family?

*How can family influence our preferences?

*How do Spanish speaking families' views regarding educations compare to our own?

*How do regional differences impact family and education?

*How do the roles that families and school communities assume differ in societies around the world?

*How do individuals (students) contribute to the well-being of the school community?

*How is my school and family life different from a young person in a Spanish speaking country?

*What are possible school schedules? How do other countries' school schedules differ from ours?

*What classes are interesting to me?

*What is my ideal class schedule?

**The College Board. (2013–2014). AP® Spanish Language and Culture Curriculum Framework.*

http://media.collegeboard.com/digitalServices/pdf/ap/11b_3435_AP_SpanLang_CF_WEB_110930.pdf

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		<p>adjectives for personality and physical appearance.</p> <p>Re-write of the story “Are you my mother?” to be “Are you my teacher?”</p> <p>Describe your pick for class pet in writing.</p> <p>Create a detailed written description of your school day including classes, location, teacher, time of day, materials needed.</p>	<p><i>Incorporated Grammar Points -</i> Ser, Estar, Tener, Me gusta, Adj/Noun</p> <p>Present Tense - activities</p>	
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Unit #3: Beauty and Aesthetics

Suggested Timeframe: March to June, 2 weeks per mini unit

** The components of this unit will be carried out throughout the entire year. **

Enduring Understandings:

Communication

Students will express their understanding of cultural celebrations through interpersonal, interpretive and presentational communication.

Identifying cognates, using context clues, and media (such as maps, art, cuisine) are strategies one can use to communicate effectively. Language is appreciated and used verbally, non-verbally, and culturally.

Cultures

Students will understand that celebrations are cultural practices that express cultural perspectives and can be understood through products such as foods, music, art, clothing.

Connections

The Spanish-speaking world is made up of many different countries, each with their own culture.

Comparisons

One can learn similarities and differences between cultures, as well as gain new perspectives. Food affects culture and culture affects food.

Cultural products associated with celebrations are best understood through the respective culture's perspectives.

Communities

Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society. The inter-relationship of food and culture is long-lasting.

Society's concept of beauty causes individuals and communities to act differently in different cultures as seen through cultural celebrations.

Essential Questions:

*How does creative expression reflect the aesthetic preferences of their respective culture? In Spanish speaking countries? In the United States?

*How are perceptions of beauty and creativity established through celebrations and their products?

*How do ideals of beauty and aesthetics influence daily life? How do we see this in relation to meal preparation? Attire? Music? Art?

*How do the arts both challenge other culture's perspectives and reflect their own?

*What elements do I see and hear in Spanish music that I can find in my own culture?

*What influences are represented in the artwork of hispanic artists?

*How are cultural preferences represented in celebrations and food?

*What resources are available to find good healthy food?

*How do we shop for food?

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	<p>* I can ask about food and beverage preferences.</p> <p>* I can discuss origins of several products associated with celebrations (i.e. food, art, clothing, music)</p> <p>*I can match foods, dress, music, and art to their associated celebration.</p> <p>*I can compare how certain foods are used in different meals and in various cultures, including traditional and holiday meals.</p> <p>*I can identify instruments playing in songs associated with celebrations.</p> <p>*I can explain symbolism behind traditional holiday products.</p>	<p>Graphic web organizer.</p> <p>Venn diagrams with a partner.</p> <p>Gallery walk</p> <p>Constructive reading task (assembling the story)</p> <p>Interviews</p> <p>Circle talk</p> <p>Presentations</p> <p>Fill-in lyrics.</p> <p>Dialogue with the singer.</p> <p>Find recipes</p> <p>Create/use a menu listing common foods specific to daily meals</p> <p>Onion activity – have students (and teacher) write questions on paper and crumple up the paper and roll the paper on top of the other papers. Teacher plays music, and students' play hot potato with the ball. When the music stops, they must peel a question off the onion and answer it"</p>	<p>Ser, Estar, Tener, Me gusta, Adj/Noun</p> <p>Present Tense - activities</p> <p>Interrogatives (who, when, where, how, why)</p>	
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OFFICE OF CURRICULUM AND INSTRUCTION

DEPARTMENT:

World Language - Spanish

COURSE TITLE:

7th Grade Spanish IB

Board of Education

Mr. Matthew T. O'Grady, President
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Curriculum Writing Committee

Cynthia Devine - Revisions 2017
Marya Radosti, Liz Gray & Marie Brooks- Original Writers 2016

Supervisors

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BOARD OF EDUCATION INITIAL ADOPTION DATE: _____ ROBBINSVILLE PUBLIC SCHOOLS

Course Philosophy

Courses in world language and cultures should provide students ongoing and varied opportunities to develop their proficiency across a full range of contexts (themes) that reflect the richness of respective target languages and cultures.

A theme-based curriculum allows students to demonstrate proficiencies along the language learning continuum. Grammatical skills and vocabulary support exploration of themes. Students acquire syntactic skills and build lexicons in thematic contexts as they develop proficiency.

As students explore topical essential questions they will develop needed background knowledge for the overarching themes. This knowledge will serve them when they revisit the themes in upper level courses.

By developing a common framework from the beginning to end of the language learning sequence, incorporating enduring understandings and essential questions that are intentionally recycled, teachers can scaffold instruction from level to level based on skills and proficiencies in an embedded context. In this scaffolding approach, skills, proficiencies and contexts are NOT separate items but rather threads throughout the framework.

Course Description

Spanish I students will engage in the study of the AP Themes: Families and Communities, Personal and Public Identities, Contemporary Life, Global Challenges and Beauty and Aesthetics. Students will gain the skills and proficiencies necessary for effective communication in Spanish enabling them to express themselves. This course will address the four language skills of speaking, listening, reading and writing. In addition, the culture of Spanish-speaking countries will be discussed. Effective communication, cultural understanding and global awareness are the focus of this interdisciplinary course of study.

Course Proficiency Goals

Overview of Proficiency Goals

As students demonstrate proficiencies along the language learning continuum, they will also strive to meet proficiency goals in speaking, reading, writing, and listening by the end of each section of Spanish 1 and subsequent courses. Proficiency standards are aligned with the American Council on Teaching Foreign Languages' (ACTFL) proficiency guidelines.

End of Spanish 1A (6th grade) - Novice Low to Novice Mid

End of Spanish 1B (7th grade) - Novice Mid to Novice High
End of Spanish 1C (8th grade) - Novice High to Intermediate Low

Instructional and assessment practices take into consideration students' individual differences in developing proficiency. Tasks are designed to simulate real world situations and to inclusively allow students of all levels to demonstrate their particular proficiency level.

Proficiency Goal for Spanish 1B(7th Grade)

Over the course of Spanish 1B students will progress from **Novice Mid** to **Novice High** proficiency level in speaking, writing, reading, and listening.

At the Novice Mid level, oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

As students move to Novice High, students are able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. They can ask questions or make statements involving learned material. Students may show signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

(ACTFL (2012). Proficiency Guidelines. http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

Robbinsville Public Schools
Scope, Sequence and, Assessment

Course Name
 Spanish 1A - 7th Grade

Unit Title	Unit Understandings and Goals	Recommended Duration	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Unit #1: The Self / School (AP Theme: Personal and Public Identities)	<p>Students are in the process of discovering their own identities and they will be interested in describing their and other's' personalities and themselves and others physically and emotionally.</p> <p>-Students will explore their identities in a cultural context seeing themselves through the lens of an American and in different cultural contexts.</p> <p>-The goal will be for teacher and student to learn together about themselves and others.</p>	September- November	Student Survey Oral Questions/ Discussion Anticipatory Set Questions	Quizzes Homework Written Assignments Oral Presentations Observations Participatory Rubrics Role Play Dialogues Research Assignments Interviews Creating a book Timed chat (20 seconds)	Integrated Performance Assessment (reading, writing, listening, and speaking)
Unit #2: The City (AP Themes: Families and Communities/Global Challenges)	<p>- Students will explore their own global community at the city/town, country, and world level. They will compare and contrast their own life with global challenges from around the world, such as population, geography, social welfare, and economic and environmental issues.</p>	December- March	Student Survey Oral Questions/ Discussion Anticipatory Set Questions	Quizzes Homework Written Assignments Oral Presentations Observations Participatory Rubrics	Integrated Performance Assessment (reading, writing, listening, and speaking)

				Role Play Dialogues Research Assignments Interviews Creating a book Timed chat (20 seconds)	
Unit #3: The Restaurant & Food / Diet (AP Themes: Contemporary Life /Beauty and aesthetics)	-Students will explore contemporary life among various cultures, including but not limited to social values and customs around food, diet, daily life, entertainment, and relationships.	March-June	Student Survey Oral Questions/ Discussion Anticipatory Set Questions	Quizzes Homework Written Assignments Oral Presentations Observations Participatory Rubrics Role Play Dialogues Research Assignments Interviews Creating a book Timed chat (20 seconds)	Integrated Performance Assessment (reading, writing, listening, and speaking)

Robbinsville Public Schools

Unit # 1: The Self / School

<p>Enduring Understandings:</p> <p>Communication: We understand and express personal and public identities through interpersonal, interpretive and presentational communication. (aligned with Standards 1.1 -1.3)</p> <p>Cultures Cultural practices surrounding greetings and naming relate to cultural perspectives (aligned with Standard 2.1)</p> <p>Cultural products associated with holidays and celebrations relate to cultural perspectives (aligned with Standard 2.2).</p> <p>Connections Who we are and how we relate to others is a result of many factors including where we are from, where we are presently and what we experience. (aligned with Standards 3.1 -3.2)</p> <p>Comparisons How we address others varies by language and culture (aligned 4.1-4.2)</p> <p>Communities Spanish helps us participate in communities inside and outside of school (aligned with 5.1-5.2)</p> <p>ACTFL. (n.d.) National Standards for Foreign Language Education. http://www.actfl.org/node/192</p>	<p>Essential Questions:</p> <p>*How do the roles that families and school communities assume differ in societies around the world?</p> <p>*How do individuals (students) contribute to the well-being of the school community?</p> <p>How do language and culture influence identity?*</p> <p>How does an identity of a person develop over time?</p> <p>How are the various aspects of our identities and personality expressed in various situations?</p> <p>*The College Board. (2015). AP® Spanish Language and Culture Curriculum Framework. http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-spanish-language-and-culture-course-overview.pdf</p>
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Specific Standards	Content, Themes, Concepts, and Skills (Objectives)	Teaching Strategies (can include, but not limited to:)	Instructional Resources and Materials	Assessment Strategies
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<p>7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1. NM .A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. (survival vocab)</p> <p>7.1. NM .A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). (greetings etc)</p> <p>7.1. NM .A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1. NM .B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1. NM .B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1. NM .B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1. NM .B.5 Exchange information using words, phrases,</p>	<p>Students will be able to...</p> <p>Give biographical information using the alphabet, numbers, and calendar vocabulary.</p> <p>Use greetings, salutations, introductions, and polite expressions.</p> <p>Inquire about how others are doing and feeling.</p> <p>Distinguish between and use the formal and informal <i>you</i> (usted/tú) in appropriate situations.</p> <p>Function as a student by using survival classroom expressions (¿Puedo ir al baño? ¿Necesito...? Saca...)</p> <p>Describe themselves using adjectives (colors, physical and personality traits, origin/nationality) and <i>to be</i> verb ser.</p> <p>Ask others and respond to simple questions about themselves.</p> <p>Describe their likes and dislikes using the verb <i>gustar</i> and ask others about their preferences.</p> <p>Use <i>estar</i> to describe their feelings</p> <p>SCHOOL: Describe who they are as a student</p> <p>Describe the characteristics of good and bad students</p>	<ul style="list-style-type: none"> - Concept mapping vocabulary - Categorize vocabulary / concepts - Real World application - Current events -Guess Who (with ID cards or blindfolds) -Inner/outer circle -Info-gaps - PowerPoints -Letter writing to other students -Class readings and discussion -Activity-Make a Choice (tú vs Ud.) -Centers - Socratic Circle -Timed chat (20 seconds) -Gallery walks -Interviews - Cloze activities - Close readings - Question making -Dialogues / skits -Graphic organizers to compare and contrast -Filling out identify document for travel -TPR(S) -Gustar foldable: (things/activities -Venn diagram -Create an interview with a partner during which you express your preferences 	<p>Recycle (REVIEW):</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Formal and informal you: tú and usted - Yo form of <i>ser</i> - A mi me gusta (<i>gustar</i>) - The verb tener (for age) - Adjective noun agreement <p>Vocabulary:</p> <ul style="list-style-type: none"> - Numbers - Calendar vocabulary (days, weeks, months) - Seasons and weather: - Emotions (¿Cómo estás?) <p>School (recycle):</p> <ul style="list-style-type: none"> -Ordinal numbers -Subjects/ Asignaturas -After school activities -For comparing classrooms (uniformes, público/a, privado/a, muchachos/as) <p>NEW (school):</p> <p>Grammar:</p> <ul style="list-style-type: none"> - -ar, -er, and -ir verb conjugation 	<p>Integrated Performance Assessments (IPA) with rubric (Listening, speaking, writing, reading)</p> <p>Written and verbal quizzes</p> <p>Worksheets</p> <p>Project rubric assessments</p> <p>Class participation</p> <p>Story pyramids</p> <p>Cheat Notes</p> <p>Responses to discussion questions</p> <p>Daily Homework</p> <p>In class assignments and presentations</p> <p>Semantic mapping</p> <p>Interpersonal round robin</p> <p>Quizzes on vocabulary and grammar points</p> <p>In class rubric assessed class presentations</p>
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<p>and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1. NM .C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1. NM .C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1. NM .C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1. NM .C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1. NM .C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<p>Write recommendations/ give advice to peers about school</p> <p>Describe their school schedule and classes</p> <p>Compare the classes Spanish speakers take (and how this varies by factors like gender and public/private schools) with their own.</p> <p>Compare grading systems used at PRMS with those used in Spanish speaking countries.</p> <p>Express how they contribute to or participate in the school community.</p> <p>Explore how family, school life, and region are connected.</p> <p>Identify how family and school life is affected by regional climate, customs and practices (i.e. siestas due to heat).</p> <p>Observe differences amongst actual photos of children around the world (in connection to regional differences).</p> <p>Express preferences related to the schools.</p> <p>Ask and answer questions about favorite classes and why.</p> <p>Describe their teachers and classes using the verb ser.</p>	<p>-View and create infographics comparing US and Spanish speaking culture</p> <p>- Storytelling based on picture prompts</p> <p>- Create your own definition of a word in target language</p> <p>- Circumlocution</p> <p>-Create a dialogue between you and a student from a Spanish country and discuss differences/ similarities in your _____.</p> <p>-Describe your ideal _____ and explore advantages and disadvantages</p> <p>- Tell students to take note of the vocabulary words as the teacher reads the story. Every time a vocabulary word comes up the whole class is to say it out loud.</p> <p>Silent Ball – students are in a circle, sitting on their desks. silent! They toss the ball to each other and call out vocabulary words. Review activity.</p> <p>Onion activity – have students (and teacher) write questions on paper and crumple up the paper</p>	<ul style="list-style-type: none"> - comparisons (más que/ menos que; mejor que) - Time (a qué hora) - necesitar <p>Vocabulary:</p> <ul style="list-style-type: none"> - subjects - classroom materials - school activities - adjectives to describe classes - habits of good/bad students - frequency terms (todos los días, siempre, nunca, etc.) <p>Resources:</p> <p>Internet</p> <p>http://esp1.colestock.com/ **</p> <p>http://spanish-resources.com/</p> <p>www.videoele.com</p> <p>http://www.spanish.cl/reading.htm</p> <p>http://www.learnpracticaispanishonline.com/beginner/beginner-readings.html</p> <p>https://spanish.yabla.com/</p> <p>http://www.123teachme.com/learn_spanish/spanish_reading_passages</p>	<p>Gallery walk rubric assessed poster</p> <p>Pair in class rubric assessed dialogue presentation</p> <p>Rubric assessed dialogue and presentations.</p> <p>Summative: (review from last year) Explain with words and pictures that you really enjoy doing (collage)</p> <p>Summative: (school) Project: Write a letter to a penpal that describes your typical school day and include questions of your own about your pen pal's daily life.</p> <p>Interpretive: Could you read a postcard or letter from a Spanish-speaking friend and understand the key points?</p> <p>Interpersonal: Could you understand and respond to some basic questions about how</p>
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	<p>Demonstrate an understanding of the importance education has in different families and regions after viewing films and listening to stories on farm workers and immigrant families.</p> <p>Read authentic text (i.e. media such as videos, images, ads, articles etc.) and develop questions answered by the text</p>	<p>and roll the paper on top of the other papers. Teacher plays music, and students' play hot potato with the ball. When the music stops, they must peel a question off the onion and answer it"</p>	<p>http://spanish4teachers.org/spanishlisteningactivities/ http://www.spanishlistening.org/ https://www.quia.com/www.quizlet.com http://www.iteachspanish2.com/Spanish_for_Teachers/Bienvenidos.html</p> <p>https://www.laits.utexas.edu/spe/</p> <p>http://www.fluentin3months.com/spanish-reading-practice/ ****</p> <p>https://www.newsinslowspanish.com/</p> <p>http://www.miscositas.com/cuentos.html</p> <p>http://www.creativelanguageclass.com/</p> <p>https://spanishplans.org/ http://miscloclas.blogspot.com/</p> <p>lyricstraining.com</p> <p>http://me-encanta-escribir.blogspot.fr/search/label/interactivo</p>	<p>you spend your day and what you think of it?</p> <p>Presentational: Could you write another short email to a penpal providing additional information about yourself in Spanish and asking some further basic questions about your new friend?</p> <p>Choices: web page, travel brochure, skit, webpage, infographic, PowerPoint/Prezi, video. (Choices may be presented as RAFT/GRASP)</p> <p>(role play, writing, reading, speaking, etc.)</p>
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			<p>http://me-encanta-escribir.blogspot.com/ http://www.soleducacional.com/</p> <p>Magazines: ¿Qué Tal? & Okapi Newspapers: http://www.onlinenewspapers.com/spain.htm Mi país, CNN en español; El Diario</p> <p>Infographics</p> <p>Photographs</p> <p>Movies (clips and full movies)</p>	
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Unit # 2: The City

<p>Enduring Understandings:</p> <p>Communication (aligned with Standards 1.1 -1.3) <i>****We share our views on family and educational communities through interpersonal, interpretive and presentational communication. (aligned with Standards 1.1 -1.3)</i></p> <p>Cultures (aligned with Standard 2.1 - 2.2) Familial involvement in school communities is a practice that varies by culture and socioeconomic status and reflects different perspectives.</p> <p>The family functions to locate children socially and plays a major role in their socialization.</p> <p>Connections (aligned with Standards 3.1 -3.2) Knowledge of geographical regions and climate helps us understand differences in school and family communities.</p> <p>Studying the family and familial structures in an entrance into the field of sociology.</p> <p>Comparisons (aligned with Standards 4.1-4.2) US and Spanish speaking schools differ in terms of the importance placed on certain recreational, academic, and familial elements.</p> <p>Communities (aligned with Standards 5.1-5.2) Spanish helps me participate in communities inside and outside of school.</p> <p>ACTFL. (n.d.) National Standards for Foreign Language Education. http://www.actfl.org/node/192</p>	<p>Essential Questions</p> <p>Is ethnic identity as important as national identity?</p> <p>What are the possible solutions to social, political, and environmental challenges facing society in the world?</p> <p>How do individuals in societies define their own quality of life?</p> <p>*The College Board. (2015). AP® Spanish Language and Culture Curriculum Framework. http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-spanish-language-and-culture-course-overview.pdf</p>
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Specific Standards	Content, Themes, Concepts, and Skills (Objectives)	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1. NM.A.1 7.1. NM .A.2	Students will be able to... Identify and describe places in the city	<ul style="list-style-type: none"> - Concept mapping vocabulary - Categorize vocabulary / concepts - Real World application - Current events 	<p>Grammar:</p> <ul style="list-style-type: none"> - estar (location and feelings) - ir a (to go) 	Integrated Performance Assessments (IPA) with rubric

<p>7.1. NM .A.3 7.1. NM .A.5</p> <p>7.1. NM .B.2</p> <p>7.1. NM .B.3</p> <p>7.1. NM .B.4</p> <p>7.1. NM .B.5</p> <p>7.1. NM .C.1</p> <p>7.1. NM .C.2</p> <p>7.1. NM .C.3</p> <p>7.1. NM .C.4</p> <p>7.1. NM .C.5</p>	<p>Interpret signs and billboards in a Spanish-speaking city</p> <p>Explain what they and their families/friends do in the city</p> <p>Explain where places and people are located in the city</p> <p>Ask for and explain directions around the city</p> <p>Ask and answer for help/ recommendations of where to go and what to do in the city</p> <p>Invite others to complete activities with them</p> <p>Ask location, time, and other details of events taking place in the city</p> <p>Compare and contrast community issues to those of Spanish speaking countries (economical, social welfare, environment, etc.)</p> <p>Read authentic text (i.e. media such as videos, images, ads, articles etc.) and develop questions answered by the text</p> <p>Use vocabulary to give some descriptions of things we must do in order to help the environment. (reciclar, conservar luz-light, usar energia solar, no comprar productos empaçados- <i>don't buy pre-packaged products</i>, etc)</p>	<p>-Guess Who (with ID cards or blindfolds)</p> <p>-Inner/outer circle</p> <p>-Info-gaps</p> <p>- PowerPoints</p> <p>-Letter writing to other students</p> <p>-Class readings and discussion</p> <p>-Activity-Make a Choice (tú vs Ud.)</p> <p>-Centers</p> <p>- Socratic Circle</p> <p>-Timed chat (20 seconds)</p> <p>-Gallery walks</p> <p>-Interviews</p> <p>- Cloze activities</p> <p>- Close readings</p> <p>- Question making</p> <p>-Dialogues / skits</p> <p>-Graphic organizers to compare and contrast</p> <p>-Filling out identify document for travel</p> <p>-TPR(S)</p> <p>-Gustar foldable: (things/activities</p> <p>-Venn diagram</p> <p>-Create an interview with a partner during which you express your preferences</p> <p>-View and create infographics comparing US and Spanish speaking culture</p> <p>- Storytelling based on picture prompts</p> <p>- Create your own definition of a word in target language</p> <p>- Circumlocution</p> <p>-Create a dialogue between you and a student from a Spanish country and</p>	<p>- jugar (to play)</p> <p>- querer</p> <p>- question making</p> <p>- tu commands</p> <p>- verb conjugation</p> <p>Vocabulary:</p> <p>Family(recycle):</p> <p>-immediate family</p> <p>-extended family</p> <p>- New:</p> <p>- places in the city</p> <p>- prepositional phrases</p> <p>- direction verbs</p> <p>- community issues (conservation, contamination, hospital (indigenous), money)</p> <p>Resources:</p> <p>McFarland,USA (Movie)</p> <p>Stories on peones (farm workers)</p> <p>Los Romani- gypsies video clip</p> <p>Internet: YouTube and internet for World Images http://esp1.colestock.com/ **</p>	<p>(Listening, speaking, writing, reading)</p> <p>Written and verbal quizzes</p> <p>Worksheets</p> <p>Project rubric assessments</p> <p>Class participation</p> <p>Story pyramids</p> <p>Cheat Notes</p> <p>Responses to discussion questions</p> <p>Daily Homework</p> <p>In class assignments and presentations</p> <p>Semantic mapping</p> <p>Venn diagrams</p> <p>Reading comprehension</p> <p>Interpersonal round robin</p> <p>Socratic Circle</p>
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	<p>Create a PSA either video or poster addressing an issue in immigration faced in the US</p>	<p>discuss differences/ similarities in your _____.</p> <ul style="list-style-type: none"> -Describe your ideal _____ and explore advantages and disadvantages - Tell students to take note of the vocabulary words as the teacher reads the story. Every time a vocabulary word comes up the whole class is to say it out loud. - Look at pictures from around the world and practice speaking - Big paper writing (for a picture prompt/song/story/ etc.) <p>- Current events (modify and combine with calendar) to show your understanding of issues relating to the environment, politics or social concerns by reading passages and answering questions in English</p> <p>- Read the descriptions of things we must do in order to help the environment and, using the vocabulary write the MANDATO in the NOSOTROS form that corresponds with the description.</p> <p>-Watch video clip of the story of “The Romani(Who are the gypsies?), create a Venn diagram to compare and contrast racial and ethnic prejudices in US and Spain</p> <p>Silent Ball – students are in a circle, sitting on their desks. silent! They toss the ball to each other and call out</p>	<p>http://spanish-resources.com/</p> <p>www.videoele.com</p> <p>http://www.spanish.cl/reading.htm</p> <p>http://www.learnpracticalspanishonline.com/beginner/beginner-readings.html</p> <p>https://spanish.yabla.com/</p> <p>http://www.123teachme.com/learn_spanish/spanish_reading_packages</p> <p>http://spanish4teachers.org/spanishlisteningactivities/</p> <p>http://www.spanishlistening.org/</p> <p>https://www.quia.com/</p> <p>www.quizlet.com</p> <p>http://www.iteachspanish2.com/Spanish_for_Teachers/Bienvenidos.html</p> <p>https://www.laits.utexas.edu/spe/</p> <p>http://www.fluentin3months.com/spanish-reading-practice/</p> <p>****</p> <p>https://www.newsinslowspanish.com/</p>	<p>Quizzes on vocabulary and grammar points</p> <p>In class rubric assessed class presentations</p> <p>Gallery walk rubric assessed poster</p> <p>Pair in class rubric assessed dialogue presentation</p> <p>Rubric assessed dialogue and presentations.</p> <p>Summative: Writing: Summarize global issues that are important in your culture/city and compare and contrast it with that of a Spanish-speaking country. RAFT Assignment (students take the role of a character from McFarland USA and address similarities differences through</p>
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		<p>vocabulary words. Review activity.</p> <p>Onion activity – have students (and teacher) write questions on paper and crumple up the paper and roll the paper on top of the other papers. Teacher plays music, and students’ play hot potato with the ball. When the music stops, they must peel a question off the onion and answer it"</p>	<p>http://www.miscositas.com/cuentos.html</p> <p>http://www.creativelanguageclass.com/</p> <p>https://spanishplans.org/</p> <p>http://misclasseslocas.blogspot.com/</p> <p>lyricstraining.com</p> <p>http://me-encanta-escibir.blogspot.fr/search/label/interactivo</p> <p>http://me-encanta-escibir.blogspot.com/</p> <p>http://www.soleducational.com/</p> <p>Magazines: ¿Qué Tal? & Okapi</p> <p>Newspapers: http://www.onlinenewspapers.com/spain.htm Mi pais, CNN en español; El Diario</p> <p>Infographics</p> <p>Photographs</p> <p>Movies (clips and full movies)</p>	<p>major themes of the movie)</p> <p>Project: Create a map of a city</p> <p>Interpretive: Can you read a map and answer basic questions about the map? Can you read signs, billboards, tourist advertisement, commercial, or other information https://www.youtube.com/watch?v=z70wX8wLRtIaround the city and understand the key points (from a Spanish-speaking country)?</p> <p>Interpersonal: Can you address and come up with a solution to a problem someone might have in a city with someone from a Spanish speaking country? (create a dialogue / pick out of a hat)</p> <p>Presentational:</p>
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			<p>El medioambiente-<i>the environment</i> http://wwpms.sharpschool.com/common/pages/DisplayFile.aspx?itemId=20274159</p>	<p>Could you explain what you do with your free time and what sort of options are available in your community?</p> <p>Choices: web page, travel brochure, skit, webpage, infographic, PowerPoint/Prezi, video. (Choices may be presented as RAFT/GRASP)</p> <p>(role play, writing, reading, speaking, etc.)</p>
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Unit #3: Contemporary Life (The Restaurant & Food / Diet)

<p>Enduring Understandings:</p> <p>Communication (aligned with standards 1.1-1.3) Students will express their understanding of cultural celebrations through interpersonal, interpretive and presentational communication.</p> <p>Identifying cognates, using context clues, and media (such as maps, art, cuisine) are strategies one can use to communicate effectively. Language is appreciated and used verbally, non-verbally, and culturally.</p> <p>Culture (aligned with standards 2.1-2.2) Students will understand that celebrations are cultural practices that express cultural perspectives and can be understood through products such as foods, music, art, clothing.</p> <p>Connections (3.1-3.2) The Spanish-speaking world is made up of many different countries, each with their own culture.</p> <p>Comparisons (4.1-4.2) One can learn similarities and differences between cultures, as well as gain new perspectives. Food affects culture and culture affects food.</p> <p>Cultural products associated with celebrations are best understood through the respective culture’s perspectives.</p> <p>Communities (5.1-5.2) Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society. The inter-relationship of food and culture is long-lasting.</p> <p>Society’s concept of beauty causes individuals and communities to act differently in different cultures as seen through cultural celebrations.</p> <p>ACTFL. (n.d.) National Standards for Foreign Language Education. http://www.actfl.org/node/192</p>	<p>Essential Questions</p> <p>How do culture practices and perspectives influence people in contemporary lives?</p> <p>How do individuals and societies define their own quality of life?</p> <p>How do challenges of contemporary life vary with culture?</p> <p>How are challenges of contemporary life addressed as they vary with culture?</p> <p>*The College Board. (2015). AP® Spanish Language and Culture Curriculum Framework. http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-spanish-language-and-culture-course-overview.pdf</p>
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Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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	(Objectives)			
7.1. NM.A.1	Talk about foods and beverages for breakfast, lunch, and dinner.	- Concept mapping vocabulary	Grammar:	Integrated Performance Assessments (IPA) with rubric (Listening, speaking, writing, reading)
7.1. NM .A.2		- Categorize vocabulary / concepts	- ser (to describe food)	
7.1. NM .A.3	Describe foods (taste, ingredients, etc.)	- Real World application	- verb conjugations	
7.1. NM .A.5		- Current events	- how to order	
7.1. NM .B.2	Explain preferences about food and drinks	-Guess Who (with ID cards or blindfolds)	- poder	Written and verbal quizzes
7.1. NM .B.3		-Inner/outer circle	- preferir	
7.1. NM .B.4	Demonstrate an understanding of cultural perspectives around “el mercado”	-Info-gaps	- necesitar	
7.1. NM .B.5		- PowerPoints	- querer	Worksheets
7.1. NM .C.1	Express their likes and dislikes of different foods and beverages in written and spoken form.	-Letter writing to other students	- me gustaría	Project rubric assessments
7.1. NM .C.2		-Class readings and discussion	- question making	
7.1. NM .C.3	Interpret an authentic Spanish menu	-Activity-Make a Choice (tú vs Ud.)	- Cuanto cuesta?	
7.1. NM .C.4	Order in a Spanish-speaking restaurant and engage in typical restaurant conversation	-Centers		
7.1. NM .C.5		- Socratic Circle	Vocabulary:	
	Compare and contrast the cost of a meal or dining experience in a Spanish-speaking country to that of at home	-Timed chat (20 seconds)	- food	
		-Gallery walks	- ingredients (allergies, etc.)	Class participation
	Compare and contrast practices surrounding food and diet of Spanish speaking countries	-Interviews	- adjectives to describe foods (ácido, dulce, amargo, etc.)	Story pyramids
		- Cloze activities	- market/supermarket (compare and contrast, preservatives, etc.)	Cheat Notes
	Explain how the availability of resources impact food and diet around the world	- Close readings	- bargaining in a market (sale, offer, cuesta mucho)	Responses to discussion questions
	Compare and contrast practices surrounding contemporary life (i.e. food	- Question making		
		-Dialogues / skits	Resources (see above):	Daily Homework
		-Graphic organizers to compare and contrast	Tumblr.com for images of authentic menus	In class assignments and presentations
		-Filling out identify document for travel	School lunches video clip	Semantic mapping
		-TPR(S)	https://www.youtube.com/watch?v=Po0O9tRXCyA	Venn diagrams
		-Venn diagram	La dieta de Michael Phelps infographic	Reading comprehension
		-Create an interview with a partner during which you express your preferences	https://ivanero9.wordpress.com/2012/08/25/la-dieta-de-michael-ph	Interpersonal round robin
		-View and create infographics comparing US and Spanish speaking culture		
		-En el Mercado video- haggling		

	<p>and diet) of their own family to families in the same community (highlighting cultural differences within people in the same community)</p> <p>Describe the importance of food in celebrations/traditions</p> <p>Explain the tradition surrounding merienda</p> <p>Invite others to complete activities with them</p> <p>Read authentic text (i.e. media such as videos, images, ads, articles etc.) and develop questions answered by the text</p>	<p>Venn diagram to compare a supermarket with a typical open air market</p> <ul style="list-style-type: none"> - Storytelling based on picture prompts - Create your own definition of a word in target language - Circumlocution <p>-Create a dialogue between you and a student from a Spanish country and discuss differences/similarities in your _____.</p> <ul style="list-style-type: none"> -Describe your ideal _____ and explore advantages and disadvantages - Tell students to take note of the vocabulary words as the teacher reads the story. Every time a vocabulary word comes up the whole class is to say it out loud - Look at menus from Spanish-speaking countries - WebQuest on fast-food chains (students explore fast food restaurants in Spanish speaking countries and compare and contrast) - Create a dialogue between server and client (Real World HW? - go to a Mexican / Colombian /Cuban restaurant and order in Spanish and record yourself) <p>-Look at the Time magazine What the world eats article and create a chart to compare how much people spend on food and</p>	<p>elips-hipercalorica-y-no-muy-recomendada/</p> <p>Time magazine What the world eats article</p> <p>-Breakfast and lunches around the world http://viewpure.com/ry1E1uzPSU0</p> <p>Look at food labels from around the world (American food vs Hispanic food- have students bring in their own food labels/ingredients/recipes/calories to compare with others- highlight differences between people from the same community)</p> <p>Real World application- compare and contrast the prices of produce at supermarket vs farmer's market</p> <p>zachary-jones.com (art based language instruction)</p> <p>reflecciones.kd.blogspot.com (authentic video clips of latin american food)</p> <p>La Oruga Muy Hambrienta (The Very Hungry Caterpillar)</p> <p>Internet: http://viewpure.com/ry1E1uzPSU0</p>	<p>Socratic Circle</p> <p>Interpersonal round robin Quizzes on vocabulary and grammar points</p> <p>In class rubric assessed class presentations</p> <p>Gallery walk rubric assessed poster</p> <p>Pair in class rubric assessed dialogue presentation</p> <p>Rubric assessed dialogue and presentations.</p> <p>Summative: Project: Menu / Food show Writing- Summarize issues/ cultural aspects that are important in your culture and compare and contrast it with that of a Spanish-speaking country.</p> <p>Interpretive: Can you read and interpret a menu from a Spanish-speaking</p>
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		<p>what they eat and describe how environments and cultures influence the cost and calories of the world's dinners</p> <p>-Do Now/Warm up- turn and talk/pair share after viewing "Lunches /breakfasts around the world" video clips "la dieta de Michael Phelps" infographic</p> <p>- Interview classmates about their diet and collect data (how many meals a day, organic/non-organic, how many times go to supermarket a week, who shops at market vs supermarket, etc.) and create a graph to represent findings</p> <p>-Interview epal and twitter friends (global connections)</p> <p>Silent Ball – students are in a circle, sitting on their desks. silent! They toss the ball to each other and call out vocabulary words. Review activity.</p> <p>Onion activity – have students (and teacher) write questions on paper and crumple up the paper and roll the paper on top of the other papers. Teacher plays music, and students' play hot</p>	<p>YouTube and internet for World Images http://esp1.colestock.com/ ** http://spanish-resources.com/www.videoele.com http://www.spanish.cl/reading.htm http://www.learnpracticalspanishonline.com/beginner/beginner-readings.html https://spanish.yabla.com/ http://www.123teachme.com/learn_spanish/spanish_reading_passages http://spanish4teachers.org/spanishlisteningactivities/ http://www.spanishlistening.org/ https://www.quia.com/www.quizlet.com http://www.iteachspanish2.com/Spanish_for_Teachers/Bienvenidos.html https://www.laits.utexas.edu/spe/ http://www.fluentin3months.com/spanish-reading-practice/ *** https://www.newsinslowspanish.com/ http://www.miscositas.com/cuentos.html http://www.creativelanguageclass.com/</p>	<p>country, compare it to a menu and foods found at home, and compare the total cost with the same sort of meal in the US?</p> <p>Interpersonal: If you were dropped off in a Spanish speaking country, could you find and order a typical meal from an authentic restaurant or eating establishment and engage in typical restaurant conversation?</p> <p>Presentational: Could you describe the foods that you typically eat and compare them to foods of Spanish-speaking countries?</p> <p>Choices: web page, travel brochure, skit, webpage, infographic, PowerPoint/Prezi, video. (Choices may be presented as RAFT/GRASP)</p> <p>(role play, writing, reading, speaking, etc.)</p>
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		<p>potato with the ball. When the music stops, they must peel a question off the onion and answer it</p>	<p>https://spanishplans.org/ http://misclaseslocas.blogspot.com/</p> <p>epals.com twitter #globalclassroom lyricstraining.com</p> <p>http://me-encanta-escribir.blogspot.fr/search/label/interactivo</p> <p>http://me-encanta-escribir.blogspot.com/ http://www.soleducational.com/</p> <p>Magazines: ¿Qué Tal? & Okapi Newspapers: http://www.onlinenewspapers.com/spain.htm Mi pais, CNN en español; El Diario</p> <p>http://time.com/8515/what-the-world-eats-hungry-planet/</p> <p>Infographics</p> <p>Photographs</p> <p>Movies (clips and full movies)</p>	
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ROBBINSVILLE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
WORLD LANGUAGE DEPARTMENT

Spanish 1C

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Supervisors

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BOARD OF EDUCATION INITIAL ADOPTION DATE:

August 2017

Course Philosophy

Courses in world language and cultures should provide students ongoing and varied opportunities to develop their proficiency across a full range of contexts and using a variety of communication modes, reflecting the richness of the respective target languages and cultures.

A theme-based curriculum allows students to demonstrate proficiencies along the language learning continuum, with topical questions accessible to a variety of proficiency levels guiding instruction and learning. Grammatical skills and vocabulary support, rather than drive the exploration of themes, and deepen in complexity during subsequent years as courses spiral back to familiar themes. Syntactic skills and lexicons should grow in meaningful thematic contexts to best support proficiency development.

By developing a common framework from the beginning to end of the language learning sequence, incorporating enduring understandings and essential questions that are intentionally recycled, teachers can scaffold instruction from level to level based on skills and proficiencies in an embedded context. In this scaffolding approach, skills, proficiencies and contexts are not separate items but rather evolving threads of a common framework.

Course Description

In Spanish 1C, students engage in an interactive study of the following three AP Themes: Public and Private Identities, Families and Communities, and Beauty and Aesthetics. The course builds off students' knowledge of said themes developed during their preliminary exposure in Spanish 1A, approaching topics from using higher level skills while recycling familiar ideas. Spanish IB aims to grow students communicative skills, specifically proficiency in speaking, close reading, listening, and writing. The course frames communicative skills within the three modes of communication: interpersonal, presentational, and interpretative. Students explore interdisciplinary content through the lense of cultural understanding and global awareness.

Course Proficiency Goals

Overview of Proficiency Goals

As students demonstrate proficiencies along the language learning continuum, they will also strive to meet proficiency goals in speaking, reading, writing, and listening by the end of each section of Spanish 1 and subsequent courses. Proficiency standards are aligned with the American Council on Teaching Foreign Languages' (ACTFL) proficiency guidelines.

End of Spanish 1A (6th grade) - Novice Low to Novice Mid

End of Spanish 1B (7th grade) - Novice Mid to Novice High
End of Spanish 1C (8th grade) - Novice High to Intermediate Low

Instructional and assessment practices take into consideration students' individual differences in developing proficiency. Tasks are designed to simulate real world situations and to inclusively allow students of all levels to demonstrate their particular proficiency level.

Proficiency Goal for Spanish 1C (8th Grade)

Over the course of Spanish 1C students will progress from **Novice Mid/High** to **Novice High/Intermediate Low** proficiency level in speaking, writing, reading, and listening.

As students move to Novice High, they will be able to speak ask and respond to simple questions on familiar topics, although they require repetition. In addition to using learned phrases, student will be able form original simple sentences and begin attempting to elaborate on familiar topics. Pronunciation, vocabulary, and syntax may still be strongly influenced by the first language. As students reach Novice High proficiency, they are generally understood without much difficulty by those accustomed to language learners. Errors are frequent.

Students moving towards Intermediate Low will begin to create with language drawing on familiar topics. Students elaborate using extensions and can form more questions. Their speech is characterized by pauses, and pronunciation, vocabulary, and syntax may still be influenced by the native language, however, they are understood by those accustomed to language learned without difficulty. Errors are frequent, but usually do no impact comprehensibility.

See full proficiency descriptions at http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf (ACTFL (2012), Proficiency Guidelines)

Robbinsville Public Schools
Scope, Sequence and, Assessment

Spanish 1C

Unit Title	Unit Understandings and Goals	Recommended Duration	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Personal and Public Identities	<p>The purpose of this unit is to equip students to <i>share</i> aspects of their own personal and public identities and to better understand the identities of others.</p> <p>The unit guides students through forces that shape identity around the globe such as assimilation and multiculturalism, highlighting interaction between European and Pre-colombian civilizations.</p> <p>Students will learn to <i>describe</i> their own identities and others' in terms of beliefs and values. Exploring their biographical information, personalities, interests, career paths, education, and national holidays allows students to fully access and <i>express</i> their own identities.</p>	Sept.-Oct.	<p>Surveys of prior knowledge.</p> <p>Group brainstorms.</p> <p>Concept maps.</p> <p>Question based Do Nows.</p> <p>Responding to Essential Questions.</p>	<p>Spontaneous speaking activities discussing videos and photos of students around the world.</p> <p>Interpretive quizzes.</p> <p>Close readings of assorted texts, including summarizing and questioning.</p> <p>Socratic-Seminar style discussions.</p> <p>Short-answer written practice.</p> <p>Whole-class natural questioning.</p> <p>Checks for understanding.</p> <p>Reflections.</p> <p>Listening activities.</p>	<p>Rubric based speaking assessments: -<i>Mock Interviews</i>.</p> <p>Rubric based Presentations: -<i>Mock Career Fair</i>.</p> <p>Responding to Essential Questions.</p> <p>Writing paragraphs.</p> <p>Mini-essays (individual & group).</p> <p>Writing letters.</p> <p>Responding to Essential Questions</p>

				Video activities.	
Families and Communities	<p>This unit aims to engage students in discussions of the interactions between family and community structures, equipping them with the language skills to draw comparisons between communities and analyze the impact of communities' cultures on family life.</p> <p>The unit touches on themes of age, class, customs, and gender as students explore not just the visible features of communities and perspectives they reflect, but families' and communities daily routines and division of labor. Students develop an understanding how communities and homes around the world reflect the culture, economics, climate, and geography of the places surrounding them.</p>	Nov.-Mar.	<p>Surveys of prior knowledge.</p> <p>Group brainstorms.</p> <p>Concept maps.</p> <p>Question based Do Nows.</p> <p>Responding to Essential Questions.</p>	<p>Spontaneous speaking activities discussing videos and photos of students around the world.</p> <p>Interpretive quizzes.</p> <p>Close readings of assorted texts, including summarizing and questioning.</p> <p>Socratic-Seminar style discussions.</p> <p>Short-answer written practice.</p> <p>Whole-class natural questioning.</p> <p>Checks for understanding.</p> <p>Reflections.</p> <p>Listening activities.</p> <p>Video activities.</p>	<p>Rubric based speaking assessments: -<i>Community Comparisons</i>. -<i>My Daily Routine</i>.</p> <p>Rubric based Presentations: -<i>House for Sale</i> -<i>A Day in the Life of...</i></p> <p>Responding to Essential Questions.</p> <p>Paragraph writing.</p> <p>Mini-essays (individual & group).</p> <p>Responding to Essential Questions.</p>

<p>Beauty and Aesthetics</p>	<p>The purpose of the unit is to expose students to the breadth of art forms and movements, considering what makes something art while acquiring and applying universal language for describing art to works that interest students. Students gain understanding of selected Hispanic artists' contributions to world artistic heritage as they learn to discuss and analyze architecture, visual arts, as well as literary excerpts and abridgements. In exploring artists' work and lives, students recycle skills acquired during Unit 1: Personal and Public Identities, learning to "read" art for social, historical, and personal meaning.</p>	<p>Apr.-Jun.</p>	<p>Surveys of prior knowledge. Group brainstorm. Concept maps. Question based Do Nows. Responding to Essential Questions.</p>	<p>Spontaneous speaking activities discussing videos and photos of students around the world. Interpretive quizzes. Close readings of assorted texts, including summarizing and questioning. Socratic-Seminar style discussions. Short-answer written practice. Whole-class natural questioning. Checks for understanding. Reflections. Listening activities. Video activities.</p>	<p>Rubric based speaking assessments: <i>-Museum Chats.</i> Rubric based Presentations: <i>-Profile of an Artist.</i> Responding to Essential Questions. Paragraph writing. Mini-essays (individual & group). Responding to Essential Questions.</p>
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Robbinsville Public Schools

Unit #1: Personal and Public Identities

<p>Enduring Understandings:</p> <p>Our interests, values, customs, cultures, families, and heritage inform our public and personal identities.</p> <p>Region, location, culture, and resources affect the school community and classrooms.</p> <p>Cultures can best be understood when compared with our own.</p> <p>There are similarities and differences in how cultures value education.</p> <p>Educational experience reflects privilege.</p>	<p>Essential Questions:</p> <p>LONG TERM:</p> <p>Why study another language? How does language shape culture? Why should we study other cultures and what does it teach us? How can I closely read a text for understanding? How can I make myself understood through a limited lexicon in the target language? How can I extend conversation?</p> <p>UNIT:</p> <p>Who am I? How do I express my identity in personal and public spaces? What is culture? How does it connect to identity? What happens when cultures collide? What do our academic experiences and communities tell us about the value of education in our culture and around the world? How does my identity shaped by my school community and academic experience in comparison to students around the world, especially in Spanish speaking countries? What is the reach of a community’s responsibility in supporting education as a cross-cultural value?</p>
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<p>Guiding / Topical Questions with Specific Standards</p>	<p>Content, Themes, Concepts, and Skills</p>	<p>Teaching Strategies</p>	<p>Instructional Resources and Materials</p>	<p>Assessment Strategies</p>
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7.1.NH.A.1	What is my personality like?	QUESTION WORDS SWBAT ¹ respond to simple questions related to the self using interrogatives (Question words: <i>qué, cuál(es), cómo, cuánto/a(s), quién(es), por qué, cuándo</i>)	Input structures for describing origin, age, language spoken, Hispanic figures of teachers' choosing (suggested: Princess Leonor, familiar singers) and teacher as examples.	CHAPTERS: Ch. 8, <i>Encuentro entre culturas, Realidades 3</i>	INTERESTS & PERSONALITY QUIZ Students identify present tense verbs/activities & personality traits/adjectives (INTERPRETIVE)
7.1.NH.A.2					
7.1.NH.A.3	What interests me?			Ch. 8 <u>¡Exprésate!</u>	Students identify present tense verbs/activities & personality traits/adjectives (INTERPRETIVE)
7.1.NH.B.1	How does my identity connect to my future career path?	IDENTITY SWBAT describe... Origin, heritage, multiculturalism, languages spoken, religion, age, cultural customs/traditions (using <i>ser & estar</i>).	“Show & Tell” - Students bring in several objects representing their identities (beliefs, value, interests, origin, culture, etc.) and present to peers.	MORE READINGS: TECLA	PROFESSIONS QUIZ Match professions and descriptions (INTERPRETIVE)
7.1.NH.B.2					
7.1.NH.B.3				READINGS: <i>¿Quiénes trabajan?, ¡Así se dice!</i>	
7.1.NH.B.4	What are aspects of my culture?	PERSONALITY SWBAT describe... Likes, interests, activities, adjectives for describing personality (using verbs like <i>gustar, regular present tense verbs, yo-go verbs, stem changing verbs, -uir verbs, necesitar + infinitive</i>)	Groups brainstorms adjectives to survey prior knowledge. Teacher compiles.	<i>Escuelas aquí y en Latinoamérica, ¡Así se dice!</i>	MOCK RESUME Build a resume using a teacher provided template (PRESENTATIONAL WRITING)
7.1.NH.B.5					
7.1.NH.C.2	What are my cultural values?		Students look up professions of interest. Teacher surveys, compiles, and distributes/posts.	Las culturas precolombianas, TECLA	
7.1.NH.C.3	Why is education a cross-cultural value?	CAREERS SWBAT... Apply personality traits, likes, and interests to describe select professions, create resumes, and role play interviews (using <i>noun/adjective agreement, querer + ser + profession</i>)	Students sort selected professions by field. Students sort selected adjectives and verbs by profession (in preparation for resume writing)	TECLA	
7.1.NH.C.4	How do regional differences impact family and education?	EDUCATION: A CROSS-CULTURAL VALUE SWBAT describe and compare students identity of self and other in terms off... Privilege, opportunity, diversity (ethnic and gender), access to technology, child	Students write imaginary resumes describing job responsibilities and their qualities using present tense.	VISUAL “TEXTS”: Documentary clips of "On the way to school"	MOCK CAREER FAIR Students build a employer brochure, role play employers and applicants demonstrating public identity (INTERPERSONAL & PRESENTATIONAL)
7.1.NH.C.5				Students cross river by cable - Colombia, Univisión	
NJ Students Learning Standards World Languages				Students cross lake	
Communication (1.1 -1.3) Culture (2.1 - 2.2)	What is assimilation?		Students create career fair company brochure outlining desired qualities and responsibilities of candidates.		

¹ SWBAT - Students will be able to

<p>Comparisons (4.1-4.2) Connections (3.1 -3.2) Communities (5.1 - 5.2)</p> <p>ACTFL National Standards</p>	<p>Who were the Pre-Columbian civilizations?</p> <p>How did Latin America become multicultural?</p>	<p>labor, cultural differences in schedules, <i>ir + a + destination</i></p> <p>ASSIMILATION & MULTICULTURALISM PRE-COLUMBIAN CIVILIZATIONS (<i>i.e. AZTEC, MAYAN, INCA</i>) SWBAT explain the impact and history of contact between Hispanic cultures, (such as the Moors & Christians in Spain or Hernando Cortez & the Aztecs).</p> <p>SWBAT describe culture of pre-Columbian civilizations (i.e. education, beliefs), class structures/hierarchy, gender roles (girls and boys educated differently), beliefs & values, assimilation (history of Spanish conquest).</p> <p>CELEBRATIONS REFLECTING IDENTITY SWBAT explain how Thanksgiving reflects a national identity and multiculturalism.</p> <p>SWBAT explain the values and beliefs behind Day of the Dead and Christmas reflect a shared Hispanic identity.</p> <p>THANKSGIVING History of assimilation & alienation of native indigenous people, multiculturalism of Americans, patriotism, beliefs, values, national identity.</p>	<p>Students closely read² <i>¿Quiénes trabajan?</i></p> <p>Input terms for comparing identities and values of students around the world using photographs. Students then discuss identities and values of students in <i>Classroom Portraits</i>.</p> <p>Students view and analyze how school schedules reflect local identity, values, and beliefs.</p> <p>Input using TPR verbs for students describing and discussing video clips of how students go to school in other parts of the world from documentary, <i>On the way to school</i>, and univision.com newsclips.</p> <p>Students closely read <i>Escuelas aquí y en Latinoamérica</i>.</p> <p>Students closely read texts on pre-Columbian civilizations and European contact, conquest, and colonization.</p>	<p>by bucket - Perú, Univisión</p> <p>Photos of "Classroom Portraits".</p> <p>Authentic Hispanic academic schedules (teacher selects)</p>	<p>MOCK INTERVIEWS Role play an interview for a job, college admissions interview, or at a career fair interview focusing on personality traits, interests, job responsibilities. (INTERPERSONAL)</p> <p>ADOPT A SCHOOL Write letter to admin explaining school's needs and justifying fundraising using double verb structures describing what we can do to <i>podemos + infinitive</i> (PRESENTATIONAL WRITING)</p> <p>A CRAZY DAY AT SCHOOL Creative & highlighting 10+ present tense verbs (PRESENTATIONAL WRITING)</p>
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² Close reading steps: 1. annotate text by highlighting & defining new words, 2. summarize chunks, 3. form questions, 4. discuss in groups

		<p>DAY OF THE DEAD Beliefs, value of ancestry, mood.</p> <p>LA NAVIDAD Religion as part of Hispanic identity, beliefs.</p>			<p>SOCRATIC STYLE DISCUSSIONS After close reading texts and writing questions (INTERPERSONAL & INTERPRETATIVE)</p> <p>READING QUIZZES Comprehension questions based on texts from class (INTERPRETATIVE).</p>
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Robbinsville Public Schools

Unit #2: Families and Communities

<p>Enduring Understandings:</p> <p>Communities and homes around the world reflect the culture, economics, climate, history, and geography of the places surrounding them.</p> <p>Products and practices found in and around communities and homes reflect cultural perspectives and realities.</p> <p>Many products and practices related to home and community are shared across cultures: others are culturally specific.</p> <p>Location of a community offers both advantages and disadvantages to the families that live there.</p> <p>A community’s work and school schedules impact the families living there.</p> <p>Household responsibilities and daily routines vary among family members from culture to culture, reflecting gender norms.</p> <p>Global societies are diverse, creating varied perspectives, contributions, and challenges.</p>	<p>Essential Questions</p> <p>LONG TERM:</p> <p>Why study another language? How does language shape culture? Why should we study other cultures and what does it teach us? How can I closely read a text for understanding? How can I make myself understood through a limited lexicon in the target language? How can I extend conversation?</p> <p>UNIT:</p> <p>What is my family like? How does my family contribute to the community? How do I contribute to my family? What is my community like and why? How does a community support its individuals? What are the advantages and disadvantages of different communities? How do communities and homes reflect culture, history, economics, climate, and or global challenges? How do routines impact families and communities? How do my family’s responsibilities compare to those of families in the target culture?</p>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1.NH.A.1	How are members	<p>FAMILY STRUCTURES</p> <p>SWBAT describe families in terms of... professions, family diversity, adoptions, divorce, marriage (<i>esposo vs. marido</i>), extended families, family friends,</p>	<p>Input terms for describing diverse families using Modern Family, Spain’s royal family, and other famous Hispanic families (teacher</p>	<p>READINGS:</p> <p><i>Una familia ecuatoriana</i>, <u>¡Asi se dice! 1</u></p>	<p>FAMILY PORTRAITS</p> <p>Describe picture of family. Include, relationships,</p>
7.1.NH.A.2	of my				
7.1.NH.A.3	family				

<p>7.1.NH.B.1</p> <p>7.1.NH.B.2</p> <p>7.1.NH.B.3</p> <p>7.1.NH.B.4</p> <p>7.1.NH.B.5</p> <p>7.1.NH.C.2</p> <p>7.1.NH.C.3</p> <p>7.1.NH.C.4</p> <p>7.1.NH.C.5</p> <p>NJ Students Learning Standards World Languages</p> <p>Communication (1.1 -1.3)</p> <p>Culture (2.1 - 2.2)</p> <p>Comparisons (4.1-4.2)</p> <p>Connections (3.1 -3.2)</p> <p>Communities (5.1 - 5.2)</p>	<p>related to me?</p> <p>What do my family members do for a living?/How do different professions contribute to the community?</p> <p>What are the responsibilities of different profession?</p> <p>What professions interest me and why?</p> <p>What does my community look like and why?</p>	<p>godparents, gender roles, <i>Modern Family</i>. (<i>tener + años, controlling ser, hay, & tener</i>)</p> <p>COMMUNITIES & HOMES SWBAT describe, compare, and analyze communities and homes exterior & interior features.</p> <p>SWBAT cite advantages and disadvantages, and express preference for different types of communities, different types & locations of communities (rural, suburban, urban); advantages & disadvantages Inside (rooms, furniture) & outside (fences, walls, gates, pools, patios) features. (<i>controlling ser, estar, hay, & tener</i>)</p> <p>CULTURAL COMPARISONS OF COMMUNITIES SWBAT compare communities in LATAM³ and US in terms of interior and exterior features and function. (<i>controlling ser, estar, hay, & tener</i>)</p> <p>*US vs. LATAM -Walls & gates for safety (LATAM). -Police in US, guardianes in LATAM -Fences for privacy, pools b/c of more space (US). -No dryers, interior patios b/c it's hot (Colombia). -Smaller fridges b/c people shop daily (Colombia).</p>	<p>selected), followed by spontaneous speaking practice.</p> <p>Interpretative task completing family tree for Spain's royal family based on text.</p> <p>Speaking activities describing family photos students bring in.</p> <p>Students closely read, <i>Una familia ecuatoriana</i>, comparing their families and communities in Robbinsville to the texts' family in Quito, Ecuador.</p> <p>Input cultural comparisons of home and communities in US and LATAM, targeting homes' exterior features followed by spontaneous speaking and written practice.</p> <p>Students closely read <i>¿El campo o la playa?</i> focusing on advantages of different community locations.</p> <p>Watch <i>Una casa rural</i> (videoele.com) and adding to advantages of rural vs. urban communities, extracting names of furniture and interior features of home.</p>	<p><i>¿El campo o la playa?</i>, TECLA</p> <p><i>La casa de mis sueños</i>, TECLA</p> <p><i>La rutina de Silvia</i>, TECLA</p> <p><i>Las comidas y los horarios en España</i>, TECLA</p> <p>Tareas del hogar para los adolescentes</p> <p>Authentic minimum wage announcements</p> <p>VISUAL & AUDITORY:</p> <p>Modern Family (TV show) Family Tree</p> <p>3D models of homes</p> <p>Cuban artists', Los Carpinteros installation artwork</p> <p>Una casa rural. videoele.com</p>	<p>professions, & personality. (PRESENTATIONAL WRITING).</p> <p>HOMES & COMMUNITIES QUIZ Match descriptions of homes, identify & categorize parts of home & community (INTERPRETIVE).</p> <p>COMMUNITY COMPARISON Pairs compare homes & communities spontaneously forming questions. May act as realtor & buyer, friends or a family looking for Air B & B. (INTERPERSONAL).</p> <p>HOUSE FOR SALE Students as a realtor marketing a home and community in gallery style presentation (PRESENTATION)</p>
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³ LATAM - Latin America

<p>ACTFL National Standards</p>	<p>What are the advantages of living in or visiting suburban, urban, and rural communities?</p> <p>How does rural Peruvian communities' access to "improved kitchens" impact women and children's' health?</p> <p>What factors impact division of household labor within families?</p> <p>How are household chores similar and different</p>	<p>-Separate garbage for organic matter for pigs (Colombia).</p> <p>*US vs. SPAIN SWBAT explain why homes are usually made in US of wood but in Spain of concrete in terms of culture, climate, and economics.</p> <p>-Materials used to build homes & why. -Function of concrete in Spain & wood in US (<i>Cultural</i>: multigenerational household in Spain, more geographical movement in US, <i>Climactic</i>: concrete resists heat better, & <i>Economic</i>: more deforestation in Spain means wood is \$\$). (<i>Prepositions of location, estar vs. hay vs. tener, ser+de+material</i>).</p> <p>*PERU SWBAT explain how and why traditional kitchens in Peru⁴ create problems for women and children in rural Peruvian communities and how <i>cocinas mejoradas</i> (improved kitchens) aim to solve them. -Problems with <i>cocinas tradicionales</i> -Construction of <i>cocinas mejoradas</i> -Benefits of <i>cocinas mejoradas</i></p> <p>COMMUNITY CONTRIBUTIONS CHORES SWBAT describe how they contribute to</p>	<p>Students closely read, <i>La casa de mis sueños</i>, further extracing (<i>conditional these for describing where students would want to live</i>)</p> <p>names of furniture and interior features of home.</p> <p>Input other interior features of homes (teacher selected).</p> <p>Spontaneous speaking activities discussing household objects in Cuban artists <i>Los Carpinteros</i>' installations and 3D models of homes.</p> <p>Input materials homes are made of.</p> <p>Storytelling: <i>Los tres cerditos</i>. Tell students story of 3 Little Pigs, students help tell story, students tell each other, practicing materials.</p> <p>Input cultural, climatic, and economic functions for building homes of concrete vs. madera with spontaneous speaking and writing practice following.</p>	<p>Cocinas mejoradas</p> <p>Authentic audio of daily routines from Texas University.</p> <p>TEACHER RESOURCES:</p> <p>Use of wood in US but cement in Spain to build homes</p> <p>Cocinas mejoradas in Perú</p> <p>Changing Spain's national work schedule</p>	<p>AL).</p> <p>DAILY ROUTINE QUIZ Identify & match reflexive verbs (INTERPRETIVE).</p> <p>MY DAILY ROUTINE Describe your daily routine, responding to teacher generated questions. (INTERPERSONAL).</p> <p>A DAY IN THE LIFE OF... Compare the daily routine of two people in your family discussing chores, reflexive verbs, community, parts of the home (PRESENTATIONAL).</p> <p>CHORES QUIZ Identify Chores (INTERPRETIVE).</p>
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⁴ Poor rural families in Peru cook on open fires without ventilation, women and children working in home suffer health problems (men work outside of home). Initiatives (private organizations' and government funded) aim to construct cocinas mejoradas with 2 main benefits: space for more than one pot (one for cooking, one for boiling drinking water), chimney ventilating smoke). Read more at, [Cocinas que mejoran la vida.](#)

	<p>around the world?</p> <p>What is minimum wage? How does it affect families and communities?</p> <p>What is my and my family's daily routine?</p> <p>How does having a longer work and school day in Spain impact communities and families?</p>	<p>their home through chores.</p> <p>SWBAT describe division of household labor in their families.</p> <p>SWBAT give reasons for and express obligation with chores.</p> <p>SWBAT explain graphical representations of trends in division of household labor by gender and countries.</p> <p>SWBAT express opinion on appropriateness of chores for children of different ages.</p> <p>SWBAT analyze impact of minimum wage on communities.</p> <p>-Chores & division of household labor as they reflect AP subthemes age, class, citizenship. -Reasons for doing chores. -Recycle child labor as it reflects AP subthemes age & class. -Minimum wage. <i>(Adverbs of frequency, expressions of obligation: deber, tener que, necesitar + infinitive, pensar que, creer que).</i></p> <p>COMMUNITY & FAMILY LIFE DAILY ROUTINE SWBAT describe daily routine of self and others controlling reflexive verbs.</p> <p>SWBAT explain debate in Spain around modifying national work schedule citing impact on families and communities.</p>	<p>Input the problem of traditional kitchens in Peru and the solutions. Students explain graphics.</p> <p>Transition from cooking & kitchens to to other household chores. Survey prior knowledge in groups, what other chores do we know?</p> <p>Input chores & reasons for doing them.</p> <p>Discuss and analyze graphs of division of household labor.</p> <p>Students closely read article on chores for teens, <i>Tareas del hogar para adolescentes</i>.</p> <p>Interpretative task analyzing impact of minimum wage on families & communities.</p> <p>Input daily routine reflexive verbs using TPR and/or props.</p> <p>Students describe in writing photo series of daily routines.</p> <p>Students closely read, <i>La rutina de Silvia, Las comidas y los horarios en España</i> and/or other texts addressing Spanish schedule, extracting key cultural, community characteristics in Spain.</p>		<p>MY CALENDAR Create & describe calendar of responsibilities (chores, recycle activities) using <i>expressions of obligation and adverbs of frequency</i>. (PRESENTATIONAL WRITING).</p> <p>SPANISH CIRCLE Socratic Seminar-style discussion of texts. FORMATIVE. (INTERPERSONAL).</p>
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		<p>SWBAT cite cultural characteristics of Spanish communities' daily life after close reading, <i>La rutina de Silvia</i> Daily routine vocabulary (despertarse, lavarse, ponerse la ropa, etc.). <i>La rutina de Silvia</i>: studying more languages, la siesta, time for leisure throughout the day, mid-morning break, longer work & school days, <i>el bachillerato</i>.</p> <p>The debate around labor schedule in Spain (ending work day at 6pm) & impact on families & communities (<i>i.e.</i> collaborating with other European countries, childcare, sleep, workplace productivity) (<i>Reflexive verbs, two verb structure with reflexives, antes de+ infinitive, después de+infinitive</i>).</p>	<p>Input debate in Spain surrounding work and school schedule in Spain and impact on families and communities using photos, following by spontaneous speaking and written practice.</p>		
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Robbinsville Public Schools

Unit #3: Beauty and Aesthetics

<p>Enduring Understandings: Art comes in many forms; two and three dimensional.</p> <p>Architecture, painting, literature, installations, murals, and photography are all artforms.</p> <p>In the academic study of art, works and artists are grouped by movements.</p> <p>Art can reflect culture, history, climate, personal experience, and economics.</p> <p>Art can comment on global challenges like inequality.</p>	<p>Essential Questions:</p> <p>LONG TERM: Why study another language? How does language shape culture? Why should we study other cultures and what does it teach us? How can I closely read a text for understanding? How can I make myself understood through a limited lexicon in the target language? How can I extend conversation?</p> <p>UNIT: What is Art? Why do artists create Art? How can we discuss Art? How does art and architecture reflect culture, personal experience, climate, economics, and/or history?</p>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1.NH.A.1	What are different types of art?	TYPES OF ART SWBAT identify and categorize works of art by form/type.	Intro unit by showing students seemingly unrelated images that are all forms of art (a Los Carpintero’s installation, Cervantes’ <i>Don Quijote</i> , Spanish cuisine, Gaudi’s <i>La casa Milá</i> , a Diego Rivera mural, and a Botero sculpture). Students try to deduce the commonality and the EQ.	CHAPTERS: Ch. 3, Paso a Paso 3	MATCHING QUIZ Match descriptions with works of art. (INTERPRETATIVE).
7.1.NH.A.2					
7.1.NH.A.3	What characterizes different movements of art?	Suggested: Painting, sculpture, installation, photography, architecture, literature, film.	Input types of art that teacher selected artists will later capture.	MAGAZINE: TECLA	MUSEUM CHAT Pairs spontaneously discuss two works of art and their preference in terms
7.1.NH.B.1					
7.1.NH.B.2					
7.1.NH.B.3	What is Surrealism?	SWBAT situate in, categorize, and explain which movement a work of art belongs to.		READINGS: Frida Kahlo , pintora universal , TECLA El espíritu de Frida	

<p>7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4 7.1.NH.C.5</p> <p>NJ Students Learning Standards World Languages</p> <p>Communication (1.1 -1.3) Culture (2.1 - 2.2) Comparisons (4.1-4.2) Connections (3.1 -3.2) Communities (5.1 - 5.2)</p> <p>ACTFL National Standards</p>	<p>Cubism? Social realism?</p> <p>What are the visual and emotional aspects of art?</p> <p>How can I describe a work of art?</p> <p>What inspired and influenced Salvador Dali? What is his artwork like?</p> <p>What inspired and influenced Fridah Khalo? What is her artwork like?</p> <p>What historical event does Picasso's <i>Guernica</i> represent?</p> <p>Why are their cave homes in Spain?</p> <p>What is Antoni Gaudi's</p>	<p>Suggested movements: -Surrealism and it's connection to Sigmund Freud, psychoanalysis & dreams. -Cubism, use of geometirc forms and abstraction. -Social Realism. -Mexican Muralism.</p> <p>DESCRIBING WORKS OF ABOUT ART SWBAT describe, compare, and analyze visual and emotional elements of works of art.</p> <p>Suggested: Foreground, background, medium, type, tone, subject matter, color, lines, principles of design: movement, balance, symmetry, etc. See Chapter 3, Paso a Paso 3. (<i>Ser vs. estar vs. hay, agreement</i>).</p> <p>SELECTED ARTISTS & WORKS SWBAT describe artists biographically. SWBAT explain social or historical context or influences behind of works of art.</p> <p><i>Suggested:</i> -Salvador Dali's paintings & influence of the subconscios (Surrealism). -Antoni Gaudi's architecture (Surrealism). -Fridah Kahlo's self-portraits & autobiographical paintings (Surrealist, but favors her experiences in lieu of dreams/subconsciousness). - Picasso's <i>Guernica</i> and the history of</p>	<p>Input movements of art that teacher selected artists will later fit into.</p> <p>Survey prior knowledge of art (color, mood, etc.). Compile & post in classroom.</p> <p>Direct instruct selected works and artists.</p> <p>Students describe and compare in writing and speaking activities works of art.</p> <p>Students closely read texts on Fridah Kahlo.</p> <p>Students closely read Fotografias por una causa justa.</p> <p>Students closely read abridged Spanish literature (teacher selected; suggested: Don Quijote).</p>	<p>Kahlo, TECLA</p> <p>Velázquez, TECLA</p> <p>Fotografias por una causa justa, TECLA</p> <p>IV Centenario de la publicación del Quijote, TELCA</p> <p>Abridged Don Quijote, ¡Asi se dice! 1</p> <p>Fotografias por una causa justa</p> <p>VISUALS: ¿Dónde duermen los niños? By James Millison</p> <p>Classroom Portraits, by Julian Germain</p> <p>Los Carpinteros, Marco Castillo & Dagoberto Rodriguez</p> <p>Surrealist architecture</p> <p>Gaudi's surrealist architecture in Barcelona</p>	<p>of content, movement, influences, subject matter, etc. (INTERPERSONAL).</p> <p>ART COMPARISON Compare photos from <i>¿Dónde duermen los niños? & Classroom Portraits</i>, discussing: Who are the artists? Describe their artwork. How is their artwork similar?</p> <p>Suggested: Group writing on big paper. Gallery walk peer edit. (PRESENTATIONAL WRITING).</p> <p>PROFILE OF AN ARTIST Present works of art from a Hispanic artist of student's choosing in gallery walk. All target concepts applied: type, movement,</p>
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	<p>architecture like?</p> <p>How were castles in Spain built and why?</p> <p>What do pre-Columbian architectural or artistic monuments look like? What is known about their history?</p> <p>What is the purpose of the photography series, <i>¿Donde duermen los niños?</i> and <i>Classroom Portraits</i> ?</p>	<p>depicted conflict (Cubism). - Diego Rivera, Mexican Muralism, Social Realism. - Fernando Botero. (preterite third person verbs for describing artists' lives: <i>nació, le gustó, vivió, tuvo, estudió, etc.</i>)</p> <p>ARCHITECTURE SWBAT explain how architecture reflects culture, climate, history, and economics.</p> <p>-Types of homes (recycling concepts from Unit 2: Families and Communities).</p> <p>-Materials used to build homes -Function of concrete in Latin America & wood in US (<i>Cultural</i>: multigenerational household in Latin America, more geographical movement in US, <i>Climactic</i>: concrete resists heat better, & <i>Economic</i>: more deforestation in Latin America means wood is \$\$).</p> <p>-Caves in Granada, Spain (<i>Historical function</i>: protection). -Castles in Spain on hills (<i>Historical function</i>: protection b/c of conflicts between regions). -Pre-Columbian monuments (teacher selected); <i>Suggested: The Inca's Machu Picchu</i> in Peru, Chile's <i>Isla de Pascua</i> & <i>los moais</i>.</p> <p>PHOTOGRAPHY AS SOCIAL COMMENTARY SWBAT articulate artists' goals in creating socially conscious photography.</p>		<p>More Gaudi</p> <p>TEACHER RESOURCES:</p> <p>Easter Island & the giant stone statues, los moais</p>	<p>descriptors, inspiration, influence and artists' biographical information. Students may dress up or act as the artist. <i>Format of visuals: Instagram page, FaceBook page, website, Google Slides, Prezi, poster, etc.</i> (PRESENTATION AL).</p>
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