

Spanish I Unit 1: Nice to Meet You!

Content Area: **World Languages**
Course(s): **Generic Course, SPANISH I**
Time Period: **Marking Period 1**
Length: **10 weeks**
Status: **Published**

Standards

World Language Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently learn about Spanish-speaking countries and use expressions to make introductions and small talk so that in the long run they will be able to engage in simple conversations in Spanish with cultural awareness.

Concepts

Essential Questions

- How can we ask/tell someone how to spell something?
- How can we ask about and express age?
- How can we ask about and express where people are from?
- How can we count from 0-100?
- How can we talk about things we like and dislike?
- How do we say the letters in Spanish?
- How does culture set the tone for greetings and salutations?
- How has history affected the geography of Spanish-speaking countries?
- What are the 21 Spanish-speaking countries?
- What expressions and phrases can be used when introducing yourself and meeting new people?
- What strategies can we use to become better language learners?
- Why is it essential to have knowledge of the Spanish alphabet sounds?

Understandings

Students will understand that...

- Language is affected by its culture.
- There are strategies to be utilized in order to succeed in learning a language.
- A rich and varied vocabulary is essential for good communication.
- It is imperative to first know the sounds of the Spanish alphabet in order to pronounce and read words in Spanish.
- The history of Spanish-speaking countries has affected each country's whereabouts today and the implication of the Spanish language.
- There are specific expressions and phrases to greet and say goodbye to others.

Critical Knowledge and Skills

Knowledge

Students will know:

- Alphabet/Sounds
- Location of Spanish-speaking countries
- Phrases and expressions to introduce self and others, express age and origin

Skills

Students will be able to:

- Compare phonetic differences between English and Spanish alphabets.

- Correctly pronounce words in Spanish.
- Explain how history has affected geography.
- Identify Spanish-speaking countries on a map.
- Introduce self and others in a culturally appropriate manner.

"Can do" statements for students:

I can find many Spanish speaking countries on a map

I can give some reasons for learning Spanish

I can pronounce the letters of the alphabet correctly

I can list some Spanish speakers and their accomplishments

I can give the date

I can say hello and goodbye

I can introduce people and respond to an introduction

I can ask how someone is and say how you are

I can ask and say how old someone is

I can ask where someone is from, and say where you're from

I can talk about my likes and dislikes

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Class Participation
- Homework
- Quizzes (written and oral)
- Reading
- Speaking

- Tests
- Writing

Summative Assessment Plan

- Snapchat: Send a pretend video message introducing yourself.
- Facebook Profile: Recreate your real or pretend account. Use PowerPoint or comparable program to make your Spanish Facebook profile and present it to the class.
- MP1 Speaking Interview: Talk with your teacher or respond on VoiceThread to questions learned in MP1.
- Tagged and Profile Pictures: Show us a slide show of your pictures as you describe yourself in class.
- Tagged videos: Record a video or present in class an introduction of yourself. Remember, more friends will be able to find you if you include more detail.
- Uploaded Music Links: Record or present a song/rap about yourself in class.

Primary Resources

- Ven con migo I textbook, workbooks and audio/video files
- Teacher-created PowerPoints and note sheets for introducing each topic

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- Yabla
- IXL
- VoiceThread

Technology Integration and Differentiated Instruction

Technology Integration

Edmodo/Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning

One to One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Ven Connigo video series, GlobeTrekker videos, VoiceThread, IXL, etc.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are to be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.)

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - addition, subtraction, multiplication and division equations in Spanish

SCIENCE - climate of Spanish-speaking countries

SOCIAL STUDIES - 21 Spanish-speaking countries, current events and historical figures

ELA - language transfer awareness, influence of Spanish and English within each language

VISUAL/PERFORMING ARTS - music/musicians and art/artists from Spanish-speaking countries

APPLIED TECHNOLOGY - foods from Spanish-speaking countries

BUSINESS EDUCATION - jobs related to field of World Language, benefits of being bilingual in the work force


GLOBAL AWARENESS - perspectives, products and customs of Spanish-speaking countries

Learning Plan / Pacing Guide


Week 1:

- Why learn Spanish?
- Spanish-speaking countries

Resources and activities from "Related Documents":

 Spanish-Speaking Countries Map.docx

 Spanish-Speaking Countries Notes.docx

 Why Learn Spanish.doc

Week 2:

- Why learn Spanish?
- Spanish-speaking countries

Resources and activities from "Related Documents":


 alternative Countries TEST.doc

 Countries TEST.doc

Week 3:

- Spanish alphabet
- Introduction to phonics

Resources and activities from "Related Documents":


 Alfabeto learning centers.doc


 alphabet pronunciation.doc

Week 4:

- Spanish alphabet
- Introduction to phonics
- Greetings and goodbyes

Resources and activities from "Related Documents":

 Greetings Info Gap. A.pdf

 Greetings Info Gap. B.pdf


 Greetings Info Gap.pdf


Week 5:

- Introducing self and others


- Expressing origin and age (quick overview of Spanish numbers)

Resources and activities from "Related Documents":

 Age + Origin. Info Gap A.pdf

 Age + Origin. Info Gap B.pdf


 Age and Origin Info-Gap.pdf


 age, origin.ppt


Week 6:

- Expressing origin and age
- SER and TENER lessons

Resources and activities from "Related Documents":

 Cuantos anos tienes. survey.doc

 de donde eres. survey.doc

 Las edades.ppt


 SER Review.ppt


 TENER Review.ppt


Week 7:


- Expressing likes and dislikes
- Vocabulary pertaining to school, food, sports and music

Resources and activities from "Related Documents":

 vocab 1-3. clase.ppt

 vocab 1-3. comida.ppt


 vocab 1-3. deportes.ppt

 vocab 1-3. musica.ppt


Week 8:

- Expressing likes and dislikes
- Vocabulary pertaining to school, food, sports and music

Resources and activities from "Related Documents":

 1.3 gustar survey.doc

 GUSTAR review.ppt

 DNQ. gustar.doc

Week 9:


- Tests, projects and other performance-based assessments (culmination of Unit 1)

Resources and activities from "Related Documents":

 VT MP1 Speaking Rubric.docx

 Project. Countries.doc


 Project. Facebook.doc

 Project. Snapchat.doc

Week 10:


- Tests, projects and other performance-based assessments (culmination of Unit 1)

Resources and activities from "Related Documents":

 VT MP1 Speaking Rubric.docx

 Project. Countries.doc

 Project. Facebook.doc

 Project. Snapchat.doc

Spanish I Unit 2: Daily Life in Spain!

Content Area: **World Languages**
Course(s): **Generic Course, SPANISH I**
Time Period: **Marking Period 2**
Length: **10 weeks**
Status: **Published**

Standards

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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently learn about daily life in Spain and use expressions related to likes, dislikes, wants, needs and preferences in various settings so that in the long run they will be able to communicate in simple conversations in Spanish with cultural awareness.

Concepts

Essential Questions

- How can we compare outdoor activities, pastimes, restaurant settings and schools in Spain and the US?
- How can we express needs, wants and preferences?
- How can we talk about what school supplies we need, want, prefer and have?
- How can we talk about what you and your friends like to do together?
- What vocabulary can we use to describe a room?
- How can we talk about things we like and dislike?

Understandings

Students will understand that...

- Language is affected by its culture.

- There are strategies to be utilized in order to succeed in learning a language.
- A rich and varied vocabulary is essential for good communication.
- Changing the form of the verb changes the meaning of the message communicated.
- Correct grammar and syntax affects the message that we are communicating.
- There is a difference between the culture and schools of the United States and Spain.

Critical Knowledge and Skills

Knowledge

Students will know:

- Household objects and rooms vocabulary
- School supplies vocabulary
- The verb "gustar" with infinitives
- Verb infinitives related to outdoor activities, pastimes, restaurant settings and schools
- "Querer," "necesitar," "tener (que)," and "preferir"

Skills

Students will be able to:

- Create sentences using "gustar" with infinitives.
- Describe the contents of a household/room.
- Express what one needs, wants, has, and prefers in a classroom setting.
- Use grammar concepts to communicate likes and dislikes.
- Use grammar concepts to communicate needs, wants and preferences.

"Can Do" statements

I can talk about what I like to do.

I can talk about what me and others do during our free time.

I can talk about what me and my friends like to do together.

I can talk about what I want and need.

I can talk about what I want and need to do.

I can describe the contents of my room and backpack.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Class Participation
- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Tests
- Writing

Summative Assessment Plan

- MP2 Speaking Interview: Talk with your teacher or respond on VoiceThread to questions learned in MP2.
- MTV Cribs Project: Present your favorite room of the house using PPT or VoiceThread and what you've learned in MP2.
- Midterm Exam

Primary Resources

- Ven conmigo I textbook, workbooks and audio/video files
- Teacher-created PowerPoints and note sheets for introducing each topic

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- Yabla
- IXL
- VoiceThread

Technology Integration and Differentiated Instruction

Technology Integration

Edmodo/Google Classroom

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GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning

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TECH.9.4.12.IML.6

Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

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Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

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Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability

level/learning style.

Interdisciplinary Connections

MATH - quantifying objects

SCIENCE - climate variations in the regions of Spain

SOCIAL STUDIES - Spain's history, geography, pastimes, current events and famous figures

ELA - language transfer awareness, influence of Spanish and English within each language, comparison of simple sentence structure in both languages

VISUAL/PERFORMING ARTS - flamenco music and Spanish musicians, art/artists from Spain

APPLIED TECHNOLOGY - foods from Spain

BUSINESS EDUCATION - education and career paths for youth in Spain







GLOBAL AWARENESS - perspectives, products and customs of Spain

Learning Plan / Pacing Guide

Week 1:

- Outdoor activities infinitives
- Expressing likes/dislikes with "gustar" (me, te, le)





Activities from Related Documents below:

-  Act. Afuer. le gusta HW review.notebook
-  Actividades afuera.notebook
-  actividades afuera.ppt
-  Answers to Note Sheet_Actividades afuera.doc
-  Gustar survey. Afuera.doc
-  Infinitive + gustar.notebook

Week 2:

- Pastimes infinitives
- Expressing likes/dislikes with "gustar" (me, te, le, les)




Activities from Related Documents below:

-  Pasatiempos les gusta HW review.notebook
-  Pasatiempos.notebook
-  pasatiempos.ppt
-  Note Sheet_Pasatiempos.doc

Week 3:

- More practice with outdoor activities/pastime infinitives
- More practice using "gustar"
- "Jugar + a + el deporte"
- "Quien and quienes"



Activities from Related Documents below:

-  jugar + a + el.notebook
-  quien vs quienes.notebook
-  Les gusta sentences. Pasatiempos.doc

Week 4:

- "gustar" and infinitives (me, te, le, les, nos)
- Classroom infinitive vocabulary



Activities from Related Documents below:

-  Clase.notebook
-  class vocab.notebook

Week 5:

- "gustar" and infinitives (me, te, le, les, nos)
- Introduction to restaurant infinitive vocabulary



Activities from Related Documents below:

-  Restaurante nos gusta HW review.notebook
-  Restaurante.notebook

Week 6:

- "gustar" and infinitives (me, te, le, les, nos)
- More practice with restaurant infinitive vocabulary


Activities from Related Documents below:


-  Restaurante Culture Translations.notebook
-  Quiz 2b Infinitives.pdf

Week 7:

- Expressing wants, preferences, needs and what you have (to do)
- Classroom supplies vocabulary
- "Cuantos, hay, muchos"

Activities from Related Documents below:


 2.1 conjugated double verbs survey.doc


 2.1 wants.needs objects survey.doc

Week 8:

- Expressing wants, preferences, needs and what you have (to do)
- Household vocabulary

Activities from Related Documents below:


 house. answer qs.notebook

 Vocabulario. House Rooms.doc


Week 9:

- Tests, projects and other performance-based assessments (culmination of Unit 2)

Activities from Related Documents below:

 VT MP2 Speaking Rubric.docx

 MP 2 Project. VoiceThread MTV Cribs.doc

 MP2 Speaking Test on VoiceThread.pptx

Week 10:

- Tests, projects and other performance-based assessments (culmination of Unit 2)
- Preparation for Midterm Exam

Activities from Related Documents below:

 Midterm Review 2.notebook

 Midterm Review Instructions.notebook

 Midterm Review.notebook

Spanish I Unit 3: Home Life!

Content Area: **World Languages**
Course(s): **Generic Course, SPANISH I**
Time Period: **Marking Period 3**
Length: **10 weeks**
Status: **Published**

Standards

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TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently learn about the evolution of home life in Mexico and use different verb forms and chores related vocabulary so that in the long run they will be able to communicate in simple conversations in Spanish with cultural awareness.

Concepts

Essential Questions

- How can we compare Mexico's culture to the United States'?
- How can we compare regular verbs with irregular verbs?
- How can we conjugate?
- How can we express what we (and others) do?
- How can we express "with" in Spanish?
- How can we talk about chores around the house?
- How can we talk about where we are and where we are going using irregular verbs?
- How can we use direction words to talk about places in the neighborhood?
- How can we use subject pronouns?
- How can we use "who," "that," or "which" to describe people/things?
- How do different verb forms change the meaning of a message?
- How has a typical Mexican household evolved since the Pre-Colombian time?

Understandings

Students will understand that...

- Language is affected by its culture.
- There are strategies to be utilized in order to succeed in learning a language.
- A rich and varied vocabulary is essential for good communication.
- Changing the form of the verb changes the meaning of the message communicated.
- Correct grammar and syntax affects the message that we are communicating.
- There is a difference between the culture and home life of the United States and Mexico.
- There is a difference between a regular and an irregular verb.

Critical Knowledge and Skills

Knowledge

Students will know:

- Aztec and Mayan Empire
- Conjugation of regular "ar", "er", "ir" verbs in the present tense
- Household chores
- Irregular verb conjugation
- "Ir", "estar", direction words

Skills

Students will be able to:

- Communicate who does specific chores around the house.
- Discuss what you and others do in the present tense.
- Express when and how often specific activities are done.
- Identify structures specific to the two empires and make connections with modern society.
- Identify subjects of different verb forms.
- Recognize the irregular verbs and identify their structures.
- Use grammar concepts to communicate where one is and how to get from one point to another.

"Can Do" statements

I can conjugate an 'AR' verb

I can conjugate an 'ER' verb

I can conjugate an 'IR' verb

I can conjugate irregular verbs: hacer, poner, salir, tener, venir, ver

I can discuss how often I do things

I can tell where people and things are

I can talk about where me and others go during our free time.

I can answer questions when the verb is conjugated in the "tú" form in the question.

I can answer questions when the verb is conjugated in the "ustedes" form in the question.

I can answer questions when the verb is conjugated in the "él/ella, ellos/ellas" forms in the question.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Class Participation
- Homework
- Quizzes (written and oral)

- Reading
- Speaking
- Tests
- Writing

Summative Assessment Plan

- MP3 Speaking Interview: Talk with your teacher or respond on VoiceThread to questions learned in MP2.
- Skype Project: Create a Skype conversation using what you've learned in MP3.
- Conjugation Exam Project: Solve the conjugation problems using what you've learned in MP3.
- Pen Pal Letter: Write a letter to a Spanish-speaking friend using what you've learned in MP3.

Primary Resources

- Ven conmigo I textbook, workbooks and audio/video files
- Teacher-created PowerPoints and note sheets for introducing each topic

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- Yabla
- IXL
- VoiceThread

Technology Integration and Differentiated Instruction

Technology Integration

Edmodo/Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning

One to One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Ven Connigo video series, GlobeTrekker videos, VoiceThread, IXL, etc.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are to be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.)

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - mathematic influence and calendar by Mayans

SCIENCE - influence by Mayans on pyramids

SOCIAL STUDIES - Mexico's history, geography, pastimes, current events and famous figures, the Aztecs's

and Mayans' origins and ruins

ELA - language transfer awareness, influence of Spanish and English within each language, comparison of sentence/paragraph structure in both languages, comparison of regular and irregular verbs in both languages

VISUAL/PERFORMING ARTS - music, musicians, art and artists from Mexico

APPLIED TECHNOLOGY - foods from Mexico

BUSINESS EDUCATION -


GLOBAL AWARENESS - perspectives, products and customs of Mexico


Learning Plan / Pacing Guide


Week 1:

- Introduction to verb charts
- Conjugation of AR verbs

Activities from Related Documents below:


 -ar, fill-ins.notebook

 -ar, subject pairings.notebook

 Anatomy of a Verb Chart.docx

 conjugating -AR_ HW review.notebook





















 Single Subject Pronouns.pdf

 Singular Subject Pronouns + Conjugation.pdf

Week 2:

- Conjugation of ER and IR verbs
- Conmigo, contigo











Activities from Related Documents below:

-  -er_-ir, subject pairings.notebook
-  4-1_5-2 extra practice.doc
-  ar, er, ir Class survey.doc
-  class survey for Group Work. ar, er, ir conjugations.docx
-  con, conmigo, contigo.notebook
-  conjugating -ER_-IR_ HW review.notebook
-  Conjugating all verbs. Handout.doc
-  Conjugation all verbs. KEY.docx
-  Conjugation Chart example.doc
-  Conjugation Exam A. advanced.doc
-  Conjugation Exam B. on-level.doc
-  Conjugation Exam C. modified.doc
-  Conjugation Game Sites.docx
-  Conjugation Intro.notebook
-  conmigo, contigo.notebook
-  create sentence.notebook
-  Dados. Conjugation Game.doc
-  DNQ. ar, er, ir.doc
-  DNQ. con.doc
-  spa 1. extra help conjugating with con.doc

Week 3:

- Verb conjugation
- Lesson on "que"






Activities from Related Documents below:


-  con, que.notebook
-  DNQ. que.doc
-  Enrique Iglesias Bailando fill-in.docx
-  info gapping. que.doc
-  Nota Gramatical. que.doc
-  photo description.notebook
-  Plural Subject Pronouns + Conjugation.pdf
-  Plural Subject Pronouns.pdf
-  Present Tense Review.pdf
-  que.notebook


Week 4:


- Verb conjugation
- "Quehaceres" vocabulary
- Mexican culture and customs


Activities from Related Documents below:


-  Battleship. chores.docx
-  Charades and Pictionary.chores.docx
-  Chores II culture. true false.notebook
-  Chores II. translate sentences.notebook
-  chores. Qs - Copy.notebook


 DNQ. conjugation of quehaceres 1.doc


 house chores. pic match.notebook


 jarabe tapatio.notebook


 KWL Mexico.notebook


 Listening Lab 6-3a.pdf


 location opener. mexico Qs.notebook


 Mexico Bookwork Review.notebook


 Mexico culture and Conjugation book work.doc


 mexico. city directions.ppt


 Mexico_Location Opener. KEY.pdf


 Mexico_Location Opener.pdf


 Paola Espinosa.notebook


 quehaceres II. conjugation.notebook


 quehaceres II. more conjugation.notebook


 Quehaceres II.ppt


 quehaceres phrase match.notebook


 quehaceres vocabulary continued.notebook


 quehaceres vocabulary.notebook


 quehaceres. conjugate.notebook


 quehaceres. Essential Questions.notebook






 quehaceres. open ended q.notebook

 quehaceres. read comprehension.notebook

 quehaceres.culture.true false.notebook

 Quehaceres.ppt












 Revista_Que tal Mexico.pdf

-  story board quehaceres.notebook
-  Vocabulario. Quehaceres II. NOTE SHEET.doc
-  Vocabulario. Quehaceres. NOTE SHEET.doc
-  Study Guide Chapter 6-3 Present Tense Review.pdf
-  Study Guide Chapter 6-3.docx

Week 5:

- Verb conjugation
- More practice with "quehaceres"
- Introduction to irregular verb conjugations


Activities from Related Documents below:

-  DNQ. irregular definitions.doc
-  Irregular battleship.doc
-  irregular conjugation practice for quiz.notebook
-  Irregular verbs. charts.doc
-  irregular YO survey.doc
-  irregular. class survey.doc
-  Irregular. Dados. chores.docx
-  Irregular. fill in sentences.doc
-  Irregular. tic-tac-toe.chores.docx
-  Quiz 6-3a.pdf
-  review conjugation rules before irregulars.notebook

Week 6:

- More irregular verb conjugations
- "Boot verbs"

Activities from Related Documents below:

 Boot verbs. info gap.doc


 boot verbs. responde.notebook


 errores.notebook


Week 7:

- More practice with verb conjugations
- Direction words, location and destinations

Activities from Related Documents below:


 4-2 extra practice.doc


 Deantemano y A continuacion. CH 4.pdf


 directions with estar.notebook

 directions word vocab.doc

 DNQ. ESTAR 4.2.doc

 DNQ. estar with directions.docx














 DNQ. ir.doc

 estar + directions.notebook

 estar plus directions.notebook

 info gapping. estar.doc

 ir + al, adonde.notebook

 ir + para + infinitives.notebook
 ir. class survey.doc
 ir. reading comp.notebook
 ir. ser. estar.notebook
 ir. with pictures.notebook
 Listening Lab 6-3b_4-2_4-3.pdf
 lugares vocabulary AND ir + para.notebook
 Quiz 6-3b_4-2_4-3.pdf
 ser vs. estar vs. ir.notebook
 spa 1. ir partner interview.doc
 spa1. ir reading comp.doc
 Station Review before QUIZ.docx
 Study Guide. 4-2_4-3_irregulars.docx

Week 8:

- More practice with verb conjugations
- Direction words, location and destinations


Activities from Related Documents below:


Week 9:


- Tests, projects and other performance-based assessments (culmination of Unit 3)

Activities from Related Documents below:

 HW Packet Unit 3. Spa I.pdf

 MP3 Speaking Test on VoiceThread.pptx

 Pen-pal letter.doc

 Project. Skype.doc

Week 10:

- Tests, projects and other performance-based assessments (culmination of Unit 3)

Activities from Related Documents below:

Spanish I Unit 4: Relationships!

Content Area: **World Languages**
Course(s): **Generic Course, SPANISH I**
Time Period: **Marking Period 4**
Length: **10 weeks**
Status: **Published**

Standards

World Language Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently learn about class subjects and schedules, frequency of events, familial relationships, descriptions, times/seasons of the year, and telling time in the Spanish-speaking world so that in the long run they will be able to communicate in simple conversations in Spanish with cultural awareness.

Concepts

Essential Questions

- How can we talk about what other people say?
- How can we ask and tell the time?
- How can we describe people/things?
- How can we express how often we do things?
- How can we talk about our classes and schedules?
- How can we talk about the weather?
- How can we talk about “my, your, his, her, their, our” family members?
- How can we tell at what time things begin?
- How can we tell the date?
- How do we use the “personal a?”

Understandings

Students will understand that...

- Language is affected by its culture.
- There are strategies to be utilized in order to succeed in learning a language.
- A rich and varied vocabulary is essential for good communication.
- Changing the form of the verb changes the meaning of the message communicated.
- Correct grammar and syntax affects the message that we are communicating.
- There is a difference between the culture of schedules and family life of the United States and Spanish-speaking countries.
- Changing the form of an adjective affects the gender and number of the noun it describes.
- There are multiple ways of using time expressions in Spanish.

Critical Knowledge and Skills

Knowledge

Students will know:

- Characteristic vocabulary and adjective agreement concept
- Family member vocabulary and possessive adjectives
- Weather vocabulary
- Times of the year and telling the date vocabulary
- Class subjects and school schedules
- Telling time expressions

Skills

Students will be able to:

- Communicate about the weather and times of the year.
- Describe family members.
- Talk about how different family members are related.
- Explain how often they do things.
- Discuss class subjects and school schedules.
- Talk about time and at what time events begin.
- Tell what others say.

"Can Do" statements

- I can use expressions to discuss different weather conditions.
- I can use adjective-noun agreement to describe family members.
- I can use the prepositions "DE" to indicate possession and say how family members are related.
- I can use possessive adjectives to talk about the members of my family.
- I can use the "personal a" when talking about people and actions.
- I can use "decir" to explain what others say.
- I can use time expressions to ask and tell what time it is.
- I can use frequency vocabulary words to explain how often I do things.
- I can discuss what subjects I'm studying and my school schedule.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Class Participation
- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Tests
- Writing

Summative Assessment Plan

- Email Reply Project: Create an email reply telling a host family about your own family members using what you've learned in MP4.
- MP4 Speaking Interview: Talk with your teacher or respond on VoiceThread to questions learned in MP4.
- Virtual family album: Present a virtual family album to a Spanish-speaking friend with Voicethread or PowerPoint using what you've learned in MP4.
- create an email replying to your new pen pal describing your school schedule using what you've learned in MKP4

Primary Resources

- Ven conmigo I textbook, workbooks and audio/video files
- Teacher-created PowerPoints and note sheets for introducing each topic

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
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Technology Integration

Edmodo/Google Classroom

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Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are to be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

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Mentors provided

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All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - dividing the parts of the clock in order to use time expressions, military time

SCIENCE - weather and its implications on various geographical regions

SOCIAL STUDIES - history of important dates in the Spanish-speaking world, roles of family members in the culture of the Spanish-speaking world

ELA - language transfer awareness, influence of Spanish and English within each language, comparison of sentence/paragraph structure in both languages, comparison of vocabulary in both languages

VISUAL/PERFORMING ARTS - artwork surrounding the family portrait, creation of a paper clock in personalized artistic style, family dramatized role-plays

APPLIED TECHNOLOGY - family television personalities

BUSINESS EDUCATION - the household dynamics of family members who work, course study options in the Spanish-speaking world

GLOBAL AWARENESS - perspectives, products and customs of the Spanish-speaking world


Learning Plan / Pacing Guide


Week 1:


- Frequency words and negation

- Introduction to calendar terms


Activities from Related Documents below:


 [Frequency Words + Negation Q&A.pdf](#)


 [frequency words + negation.notebook](#)

 [frequency words. class survey.doc](#)


 [Frequency words. Notes and Presentation.doc](#)

 [calendar. info gap.doc](#)

 [Telling the Date.pdf](#)

 [Times of the Year. Questions.notebook](#)


 Times of the Year.notebook

 Times of the Year.pdf


Week 2:


- Calendar terms
- Weather and seasons

Activities from Related Documents below:

 Weather + Dates. In class Practice.notebook

 Weather + Dates.notebook


 weather with pictures.notebook

 weather, date, year intro.notebook

 Weather, dates WKSH A and B.docx

 Weather, dates WKSH C and D.docx


 Weather.notebook










 Weather.pdf

Week 3:

- Telling time
- Class schedule vocabulary

Activities from Related Documents below:








 a que hora vs. que hora es.notebook

-  a que hora. Qs.notebook
-  a que hora. vocabulary.doc
-  A qué hora. survey 3-2.doc
-  A qué hora.ppt
-  que hora es. vocabulary.doc
-  Qué hora es.ppt
-  Schedule Writing Rubric.pdf
-  Schedule. Writing Project.doc
-  school vocabulary.doc

Week 4:

- The verb "ser"
- Family vocabulary


Activities from Related Documents below:


-  La familia.ppt
-  family foto.notebook
-  family Qs.notebook
-  Family vocab. hw.doc
-  family vocabulary practice.notebook
-  family words KL chart.notebook
-  DNQ. Ser + Agreement.doc


Week 5:

- More family vocabulary
- Adjectives/descriptions

Activities from Related Documents below:

 Family characteristics. class survey.doc


 Adjectives. Define.doc

 characteristics with SER.notebook

Week 6:

- "Quien es" lesson
- Practice with Spanish descriptions

Activities from Related Documents below:


 quien es. descriptions.notebook


 describe people pics.doc


Week 7:

- Possessive adjectives
- Demonstrative adjectives

Activities from Related Documents below:

 demonstrative adjectives.notebook

 poss adj. y familia.notebook

 possessive adj..notebook

Week 8:

- The verbs "ser", "decir" and "ver"
- Personal "a"

Activities from Related Documents below:

 personal a, decir que.notebook


Week 9:

- Tests, projects and other performance-based assessments (culmination of Unit 4)

Activities from Related Documents below:

 Project. Family Album POWERPOINT.doc

 Mi familia project example.pptx

 MP4 Speaking Test on VoiceThread.pptx

Week 10:

- Tests, projects and other performance-based assessments (culmination of Unit 4)
- Final Exam Prep

Activities from Related Documents below: