

Brick Township Public Schools WORLD LANGUAGE CURRICULUM

Grades 6-8

Aligned to the NJWLCCCS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

**BRICK TOWNSHIP PUBLIC SCHOOLS
WORLD LANGUAGE CURRICULUM**

Content Area: World Language

Course Title: Spanish

Grade Level: 6

Unit	Timeframe
Unit 1: Cognates	2 Days
Unit 2: Classroom Routines	2 Days
Unit 3: The Alphabet	2 Days
Unit 4: Basic Conversation	4 Days
Unit 5: Emotions	2 Days
Unit 6: Numbers	1 Day
Unit 7: Telling Time	4 Days
Unit 8: School Days	10 Days

Date Created: February 13, 2015

Board Approved on:

**BRICK TOWNSHIP PUBLIC SCHOOLS
(SUBJECT) CURRICULUM**

Content Area: World Language

Course Title: Spanish

Grade Level: 7

Unit	Timeframe
Unit 1: Introduction/Review	4 Days
Unit 2: Weather	4 Days
Unit 3: Clothing	5 Days
Unit 4: Hispanic Heritage	5 Days
Unit 5: All About Me	4 Days
Unit 6: Celebrations	10 Days

Date Created: February 13, 2015

Board Approved on:

**BRICK TOWNSHIP PUBLIC SCHOOLS
WORLD LANGUAGE CURRICULUM**

Content Area: World Language

Course Title: Spanish

Grade Level: 8

Unit	Timeframe
Unit 1: Introduction/Review	4 Days
Unit 2: All About Me	4-5 Days
Unit 3: School Days	4-5 Days
Unit 4: Food	4-5 Days
Unit 5: Family and the House	4-5 Days
Unit 6: Sports	4-5 Days
Unit 7: Celebrations	10 Days

Date Created: February 13, 2015

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Cognates: Spanish (6)

Content Area: **Generic Content Area**
Course(s): **Spanish**
Time Period: **MS 5 Weeks**
Length: **2 Days**
Status: **Published**

Overview

Students are introduced to the definition of cognates and will be able to identify them as well as false cognates through the modes of reading and listening.

Essential Questions/Objectives/Learning Goals

Essential Questions

What is a cognate?

What strategies can you use to make reading in the target language easier?

What strategies can you use to make writing in the target language easier?

Objectives

- Identify and use cognates in the target language.

Learning Goals

- We are going to identify cognates in English and Spanish.
- We are going to identify false cognates in English and Spanish.
- We are going to use cognates to read in Spanish.

Standards

WL.7.1.NM.A.L.1

The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Assessments

Students will be assessed through formal and informal observation.

Materials/Resources

Authentic articles in Spanish

Authentic listening clips

Cognate activity sheets

Documents

Classroom Routines (Action Words): Spanish (6)

Content Area: **Generic Content Area**
Course(s): **Spanish**
Time Period: **MS 5 Weeks**
Length: **2 days**
Status: **Published**

Overview

Students will be exposed to classroom routines and use action words in Spanish to complete daily activities. Students will be introduced to the vocabulary and then expected to understand and follow directions in the target language throughout the class periods. Students will see and use the vocabulary through all modes of communication, reading, writing, speaking, and listening.

Essential Questions/Objectives/Learning Goals

Objectives

- Demonstrate understanding of classroom routines

Learning Goals

- We are going to demonstrate understanding of classroom routines through physical response

Standards

WL.7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

Assessments

Students are assessed through their physical response to stated actions in Spanish.

Materials/Resources

Vocabulary reference sheet

Documents

Alphabet: Spanish (6)

Content Area: **Generic Content Area**
Course(s): **Spanish**
Time Period: **MS 5 Weeks**
Length: **2 Days**
Status: **Published**

Overview

Students are introduced to the letters of the Spanish alphabet and compare and contrast the English and Spanish alphabets. Students will understand the benefit of knowing the alphabet of a language of study. They will know they can use this knowledge to sound out and spell words in the target language.

Essential Questions/Objectives/Learning Goals

Essential Questions

What are the benefits of knowing the alphabet of the language you are studying?

Objectives

- identify letters of the Spanish alphabet
- identify sounds of the Spanish alphabet
- use letters from the Spanish alphabet in order to spell words in Spanish

Learning Goals

- We are going to identify letters and sounds of the Spanish alphabet.

Standards

WL.7.1.NM.A.L.1

The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Assessments

Students will be assessed both formally and informally.

Materials/Resources

Copy of the Spanish alphabet

You-tube video of the Spanish alphabet

Documents

Basic Conversation: Spanish (6)

Content Area: **World Language**
Course(s): **Spanish, World Language**
Time Period: **MS 5 Weeks**
Length: **4 days**
Status: **Published**

Overview

Students use the target language in the 3 modes of communication to comprehend and produce vocabulary related to greetings/leave-takings, and expressions of courtesy. Students will also review the calendar. Students understand that their experiences with basic conversations in some ways are similar to and different from that of students in the target culture.

Essential Questions/Objectives/Learning Goals

Objectives

- Identify the days of the week and months of the year using a calendar.
- Interact with the teacher and others using greetings, farewells, and expressions of courtesy orally and/or in writing.
- Respond appropriately to How are you.
- Use numbers to ask and answer questions related to the dates and times.

Learning Goals

- We are going to comprehend and produce vocabulary related to expressions of courtesy
- We are going to comprehend and produce vocabulary related to greetings/leave-takings
- We are going to comprehend and produce vocabulary related to the calendar
- We are going to use numbers to identify dates and times of the day

Standards

WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave -takings, and daily interactions.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

Assessments

Interpretive:

Students appropriately respond to teachers and classmates questions.

Interpersonal:

Students orally perform a dialogue with a partner including questions about the calendar.

Presentational:

Students create a comic strip dialogue with greetings and present to class.

Materials/Resources

Flashcards

Sentence Strips

Websites

Documents

Emotions: Spanish (6)

Content Area: **World Language**
Course(s): **Spanish, World Language**
Time Period: **MS 5 Weeks**
Length: **2 Days**
Status: **Published**

Overview

Students use the target language in the three modes of communication to describe feelings and emotions. Students explain how they would feel in a variety of in school and out of school situations and describe these emotions in the target language.

Essential Questions/Objectives/Learning Goals

Essential Questions

1. Why is it important to be able to describe your emotions?
2. Do you people the same age across cultures encounter similar experiences?

Objectives

SWBAT:

- demonstrate comprehension both physically & verbally for the vocabulary for emotions in the TL
- apply vocabulary for emotions in response to questions and/or daily-life situations

Learning Goals

SWBAT use emotion vocabulary to describe how they are feeling.

Standards

WL.7.1.NM.B.3

Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

WL.7.1.NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

WL.7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through

WL.7.1.NM.B.4

appropriate physical response.

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Assessments

Students are assessed both formally and informally throughout the unit.

Materials/Resources

Emotion vocabulary reference sheet

Vocabulary emotion pictures and sentence strips

Charade Cards

Documents

Numbers: Spanish (6)

Content Area: **Generic Content Area**
Course(s): **Spanish, World Language**
Time Period: **MS 5 Weeks**
Length: **1 Day**
Status: **Published**

Overview

Students will be able to identify numbers in the target language in order to describe dates and times. Students will use the numbers for all modes of communication, reading, writing, speaking, and listening.

Essential Questions/Objectives/Learning Goals

Essential Questions

Why is it important to have knowledge of numbers in the target language?

Objectives

- identify numbers in Spanish
- use numbers in Spanish

Learning Goals

- We are going to identify and use numbers in Spanish.

Standards

WL.7.1.NM.A.4
WL.7.1.NM.C.3
WL.7.1.NM.A.1

Identify familiar people, places, and objects based on simple oral and/or written descriptions.
Copy/write words, phrases, or simple guided texts on familiar topics.
Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

Assessments

Students are assessed both formally and informally using numbers.

Materials/Resources

Number chart

Documents

Telling Time: Spanish (6)

Content Area: **Generic Content Area**
Course(s): **Spanish**
Time Period: **MS 5 Weeks**
Length: **4 Days**
Status: **Published**

Overview

In this unit students will be introduced to the vocabulary for telling time in the target language. Students will then use the vocabulary to tell time in order to describe activities they do throughout the school day at different times. Students understand that their experiences with telling time may be similar and different from those of students abroad.

Essential Questions/Objectives/Learning Goals

Essential Questions

What are the uses of telling time in Spanish?

Objectives

•tell time in Spanish

Learning Goals

•We are going to tell time in Spanish.

Standards

WL.7.1.NM.A.4
WL.7.1.NM.C.3
WL.7.1.NM.B.4

WL.7.1.NM.A.1

Identify familiar people, places, and objects based on simple oral and/or written descriptions. Copy/write words, phrases, or simple guided texts on familiar topics.

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

Assessments

Students will be assessed both formally and informally while telling time

Materials/Resources

Telling time reference sheet

Manipulative Clocks

Response Boards

You-tube reference videos

Telling time practice websites

Documents

School Days: Spanish (6)

Content Area: **Generic Content Area**
Course(s): **Spanish, World Language**
Time Period: **MS 5 Weeks**
Length: **2 Weeks**
Status: **Published**

Overview

Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture.

Essential Questions/Objectives/Learning Goals

- Recognize familiar school vocabulary as found in culturally authentic video clips from the target culture.
- Demonstrate understanding of commands related to school routine.
- Identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts.
- Ask memorized questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Answer simple questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Inquire about preferences related to school.
- Respond to questions about preferences related to school.
- Compare school life in the home and target culture(s).

Objectives

1. Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with school life,

schedules, and classroom activities.

2. Use physical response to demonstrate understanding of classroom routines.
3. Ask and respond to memorized questions about academic and social aspects of school life, schedules, and classroom activities using digital tools and face-to-face communication through the target language.
4. Produce a multimedia rich presentation that compares school life in the home and target culture(s) using information found in age- and level-appropriate culturally authentic texts.

Learning Goals

- We are going to describe our school day in Spanish.

Standards

WL.7.1.NM.B.1

Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.

WL.7.1.NM.A.4
WL.7.1.NM.A.2

Identify familiar people, places, and objects based on simple oral and/or written descriptions.
Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

WL.7.1.NM.C.4
WL.7.1.NM.B.4

Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

WL.7.1.NM.A.1

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

WL.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.

Assessments

Interpretive Listening:

- Students listen to descriptions of people, places, and supplies in the school and identify the person, place, or supply.
- Students describe their school day in Spanish.
- Students can recognize school and classroom activities when someone is describing them.

Interpretive Reading:

I can understand short readings (e.g. back-to-school advertisements, school supply lists, school map) dealing with description of things found in a school.

I can interpret a school schedule.

1. I can identify the time a class starts and finishes.

2. I can identify the order of classes during the school day.
3. I can determine which days of the week certain classes meet.
4. I can determine how my schedule and the schedule of a student the target culture are similar and different.

I can recognize common school and classroom activities as found in brief written descriptions of a typical school day in the target culture.

Interpretive Listening:

I can follow routine classroom directions given by my teacher orally (e.g. take out your..., put away your..., pass the papers forward, raise your hand, cover your papers, clear your desks).

Interpretive Reading:

I can follow routine classroom directions written by my teacher or others (e.g. take out your..., put away your..., pass the papers forward, raise your hand, cover your papers, clear your desks).

I can use digital tools and face-to-face communication to:

1. Ask simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom.
2. Answer simple questions (yes/no, either/or, and short response) about things found in a school and classroom.
3. Ask simple, memorized questions (yes/no, either/or, and short response) about a classmate's schedule or the schedule of a student from the target culture.
4. Answer simple questions (yes/no, either/or, and short response) about my schedule or the schedule of a student from the target culture.
5. Ask simple, memorized questions (yes/no, either/or, and short response) about what my classmates and peers in the target culture do during school hours.

Answer simple questions (yes/no, either/or, and short response) about what I do and what peers in the target culture do during the school day.

Presentational: Speaking and Writing

- Students can describe school life in the United States.
- Students create a multimedia rich presentation comparing school life in the United States to School Life in a Spanish-speaking country.

Materials/Resources

Computers

Power Point

Access to Articles and Information about schools in Spanish-speaking countries

School Supplies/People/Places Power Point Presentations

Introduction/Review: Spanish (7)

Content Area: **World Language**
Course(s): **Spanish, World Language**
Time Period: **MS 10 Weeks**
Length: **4 days**
Status: **Published**

Overview

Students use the target language in the 3 modes of communication to comprehend and produce vocabulary related to greetings/leave-takings, and expressions of courtesy. Students will also review the calendar. Students understand that their experiences with basic conversations in some ways are similar to and different from that of students in the target culture.

Essential Questions/Objectives/Learning Goals

Objectives

- Identify the days of the week and months of the year using a calendar.
- Interact with the teacher and others using greetings, farewells, and expressions of courtesy orally and/or in writing.
- Respond appropriately to How are you.
- Use numbers to ask and answer questions related to the dates and times.

Learning Goals

- We are going to comprehend and produce vocabulary related to expressions of courtesy
- We are going to comprehend and produce vocabulary related to greetings/leave-takings
- We are going to comprehend and produce vocabulary related to the calendar
- We are going to use numbers to identify dates and times of the day

Standards

WL.7.1.NM.B.3

Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

WL.7.1.NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.

WL.7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

WL.7.1.NM.C.3

Copy/write words, phrases, or simple guided texts on familiar topics.

WL.7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

WL.7.1.NM.A.1

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

Assessments

Interpretive:

Students appropriately respond to teachers and classmates questions.

Interpersonal:

Students orally perform a dialogue with a partner including questions about the

calendar.

Presentational:

Students create a comic strip dialogue with greetings and present to class.

Materials/Resources

Flashcards

Sentence Strips

Websites

Documents

Weather: Spanish (7)

Content Area: **World Language**
Course(s): **Spanish, World Language**
Time Period: **MS 10 Weeks**
Length: **4 days**
Status: **Published**

Overview

Students use the target language in the 3 modes of communication to explore weather and seasons in the home and target culture. Students understand that some parts of the World experience different seasons at different times of the year.

Essential Questions/Objectives/Learning Goals

Objectives

- Describe the weather
- Describe weather in the U.S. and abroad
- Identify the seasons

Learning Goals

- We are going to compare and contrast weather in the United States to weather in Spanish-speaking countries
- We are going to identify the seasons in the target language
- We are going to use weather phrases to describe the weather in the target language

Standards

WL.7.1.NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.

WL.7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WL.7.1.NM.A.3

Recognize a few common gestures and cultural practices associated with the target culture(s).

WL.7.1.NM.C.3

Copy/write words, phrases, or simple guided texts on familiar topics.

WL.7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Assessments

Intepretive:

Students listen to weather forecasts in the target language and listen for key vocabulary.

Interpersonal:

Students engage in short unrehearsed/unscripted conversations with classmates and the teacher related to seasons and weather.

Presentational:

Students research and create a weather tracker comparing weather in a city in the United States to a city in a Spanish-speaking country.

Materials/Resources

Workbook

Weather Tracker Chart

Power Point Presentation on Weather

Computers

www.weather.com

www.weather.com/espanol

You-tube videos of Weather Forecasts

Documents

Clothing: Spanish (7)

Content Area: **World Language**
Course(s): **Spanish, World Language**
Time Period: **MS 10 Weeks**
Length: **5 days**
Status: **Published**

Overview

Students use the target language in the 3 modes of communication to explore clothing, fashion, and shopping habits in the home and target culture. Students understand that their experiences related to clothing and shopping in some ways are similar to and different from that of students in the target culture.

Essential Questions/Objectives/Learning Goals

Objectives

- Describe clothing
- Describe fashion trends from Spanish-speaking countries
- Identify clothing
- Identify colors

Learning Goals

- We are going to compare and contrast fashion in the U.S. to fashion in Spanish-speaking countries
- We are going to describe clothing
- We are going to use shopping vocabulary

Standards

WL.7.1.NM.A.4
WL.7.1.NM.A.3
WL.7.1.NM.A.2

Identify familiar people, places, and objects based on simple oral and/or written descriptions.
Recognize a few common gestures and cultural practices associated with the target culture(s).
Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

WL.7.1.NM.C.3
WL.7.1.NM.B.4

Copy/write words, phrases, or simple guided texts on familiar topics.

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

WL.7.1.NM.C.5
WL.7.1.NM.A.1

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

WL.7.1.NM.C.2

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Assessments

Interpretive:

Students interpret authentic written and video/audio text that focus on clothing and fashion in the target culture.

Interpersonal:

Students engage in short unrehearsed/unscripted conversations with classmates and the teacher in which they ask and answer questions related to

clothing.

Presentational:

Students research clothing from the target cultures and perform a fashion show skit.

Materials/Resources

Workbook

You-Tube relevant video clips

Store Posters

Pictures of Celebrities

Documents

Hispanic Heritage: Spanish (7)

Content Area: **World Language**
Course(s): **Spanish, World Language**
Time Period: **MS 10 Weeks**
Length: **5 days**
Status: **Published**

Overview

Students use the target language in the three modes of communication to explore Spanish-speaking countries and their location around the World. They compare nationalities in the home and target culture.

Essential Questions/Objectives/Learning Goals

Objectives

- Ask and respond to simple questions related to Spanish-speaking countries
- Identify nationalities in Spanish
- Identify Spanish-speaking countries
- Identify Spanish-speaking countries influence on the U.S.

Learning Goals

- We are going to describe Spanish-speaking countries influence on the U.S.
- We are going to identify all Spanish-speaking countries and their location
- We are going to state our nationality in Spanish

Standards

WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.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.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Assessments

Interpretive:

Students interpret authentic written or audio/video texts related to Spanish-speaking countries (travel brochures, posters, radio/television/newspaper advertisements)

Interpersonal:

Students engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to the home and target culture.

Presentational:

Students use lists, chunks of language, and memorized phrases to compare nationalities in the home and target culture.

Materials/Resources

Authentic advertisements

Authentic Posters

Relevant You-Tube videos of culturally authentic celebrations in target language countries

Computers

Workbook

Country Power Point Presentation

Documents

All About Me: Spanish (7)

Content Area: **World Language**
Course(s): **Spanish, World Language**
Time Period: **MS 10 Weeks**
Length: **10 days**
Status: **Published**

Overview

Students use the target language in the three modes of communication to explore physical characteristics, personality descriptions, and pastime preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity.

Essential Questions/Objectives/Learning Goals

Objectives

- Answer simple questions related to physical characteristics, personality qualities, and age
- Ask memorized questions related to physical characteristics, personality qualities, and age
- Describe self and others using oral and written text
- Recognize descriptions of people

Learning Goals

- We are going to ask and respond to simple questions, and express preferences related to describing ourselves
- We are going to describe physical characteristics and personality qualities
- We are going to express likes and dislikes
- We are going to use the present tense of Ser

Standards

WL.7.1.NM.B.1

Use digital tools to exchange basic information at the word and memorized - phrase level related to self targeted themes.

WL.7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WL.7.1.NM.C.4

Present information from age - and level - appropriate, culturally authentic materials orally or in writing

WL.7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

WL.7.1.NM.A.1

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

WL.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.

Assessments

Interpretive:

They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on first introductions, personal information, and pastime preferences.

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self and pastime preferences.

Presentational:

They use lists, chunks of language, and memorized phrases to introduce themselves, describe themselves or others, and talk about pastime preferences while using culturally appropriate gestures and intonations.

Materials/Resources

Computers

Descriptions of Celebrities

Pictures

Workbook

Documents

Celebrations: Spanish (7)

Content Area: **World Language**
Course(s): **Spanish, World Language**
Time Period: **MS 10 Weeks**
Length: **10 days**
Status: **Published**

Overview

Students use the target language in the three modes of communication to explore how members of the target culture celebrate important life events. They compare celebrations in the home and target culture.

Essential Questions/Objectives/Learning Goals

Objectives

- Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures
- Identify holiday traditions in Spanish-speaking countries
- Skim and scan culturally authentic audio/video/written text to identify people, places, and things related to cultural celebrations

Learning Goals

- We are going to identify culture-specific holidays
- We are going to compare and contrast celebrations in the home compared to target culture
- We are going to identify all Spanish-speaking countries and their location
- We are going to identify customs and traditions of target culture

Standards

WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.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.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Assessments

Interpretive:

Students interpret authentic written or audio/video texts related to celebrations (invitations, posters, radio/television/newspaper advertisements)

Interpersonal:

Students engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to celebrations in the home and target culture.

Presentational:

Students use lists, chunks of language, and memorized phrases to compare celebrations in the home and target culture.

Materials/Resources

Authentic advertisements

Authentic Posters

Relevant You-Tube videos of culturally authentic celebrations in target language countries

Computers

Workbook

Documents

Introduction/Review: Spanish (8)

Content Area: **World Language**
Course(s): **Spanish, World Language**
Time Period: **MS 10 Weeks**
Length: **4 days**
Status: **Published**

Overview

Students use the target language in the 3 modes of communication to comprehend and produce vocabulary related to greetings/leave-takings, and expressions of courtesy. Students will also review the calendar. Students understand that their experiences with basic conversations in some ways are similar to and different from that of students in the target culture.

Essential Questions/Objectives/Learning Goals

Objectives

- Identify the days of the week and months of the year using a calendar.
- Interact with the teacher and others using greetings, farewells, and expressions of courtesy orally and/or in writing.
- Respond appropriately to How are you.
- Use numbers to ask and answer questions related to the dates and times.

Learning Goals

- We are going to comprehend and produce vocabulary related to expressions of courtesy
- We are going to comprehend and produce vocabulary related to greetings/leave-takings
- We are going to comprehend and produce vocabulary related to the calendar
- We are going to use numbers to identify dates and times of the day

Standards

WL.7.1.NM.B.3

Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

WL.7.1.NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.

WL.7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

WL.7.1.NM.C.3

Copy/write words, phrases, or simple guided texts on familiar topics.

WL.7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

WL.7.1.NM.A.1

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

Assessments

Interpretive:

Students appropriately respond to teachers and classmates questions.

Interpersonal:

Students orally perform a dialogue with a partner including questions about the calendar.

Presentational:

Students create a comic strip dialogue with greetings and present to class.

Materials/Resources

Flashcards

Sentence Strips

Websites

Documents

All About Me: Spanish (8)

Content Area: **World Language**
Course(s): **Spanish, World Language**
Time Period: **MS 10 Weeks**
Length: **4-5 Days**
Status: **Published**

Overview

Students use the target language in the three modes of communication to explore physical characteristics, personality descriptions, and pastime preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity.

Essential Questions/Objectives/Learning Goals

Objectives

- Answer simple questions related to physical characteristics, personality qualities, and age
- Ask memorized questions related to physical characteristics, personality qualities, and age
- Describe self and others using oral and written text
- Recognize descriptions of people

Learning Goals

- We are going to ask and respond to simple questions, and express preferences related to describing ourselves
- We are going to describe physical characteristics and personality qualities
- We are going to express likes and dislikes
- We are going to use the present tense of "ser"

Standards

WL.7.1.NM.B.1

Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.

WL.7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WL.7.1.NM.C.4

Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

WL.7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

WL.7.1.NM.A.1

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

WL.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.

Assessments

Interpretive: Students interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on first introductions, personal information, and pastime preferences.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self and pastime

preferences.

Presentational: Students use lists, chunks of language, and memorized phrases to introduce themselves, describe themselves or others, and talk about pastime preferences while using culturally appropriate gestures and intonations.

Materials/Resources

- Asi Se Dice textbook
- Asi Se Dice workbook
- duolingo.com
- glencoe.com
- Gramatica en Vivo
- Vocabulario en Vivo

Documents

School Days: Spanish (8)

Content Area: **World Language**
Course(s): **Spanish, World Language**
Time Period: **MS 10 Weeks**
Length: **4-5 Days**
Status: **Published**

Overview

Students use the target language in the three modes of communication to explore school life in the house and target culture (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture.

Essential Questions/Objectives/Learning Goals

Objectives

- Ask and answer simple questions related to school life
- Describe a daily school routine in a Spanish speaking country
- Describe school material and clothing
- Describe the school day using present-tense verb forms
- Identify information related to class schedules and school activities.
- State preferences related to school
- Use time in the target language
- Use time to describe school schedule

Learning Goals

- We are going to compare after school activities here in the United States with those of the students in the target culture
- We are going to compare the life of school age youth in the target culture and our culture.
- We are going to describe clothing we wear to school and clothing worn to school in Hispanic countries
- We are going to discuss after school activities
- We are going to recognize the contractions al and del.
- We are going to talk about our school schedule
- We are going to talk about supplies we need for school
- We are going to talk about what we do in school
- We are going to use -AR verbs in the present tense.
- We will be able to use the verbs ir, dar, and estar in the present tense.

Standards

WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self targeted themes.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.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.

Assessments

Interpretive

Students interpret age-level-appropriate authentic written and video/audio text such as advertisements back to school sales, stories, short video clips that focus on school life in the target culture.

Interpersonal

Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target community, in which they ask and answer questions related to school life.

Presentational

Students use lists, chunks of language, and memorized phrases to compare school in the target culture.

- Chapter test A 3.75
- Chapter test B (Advanced) page 3.79
- Quiz 3 Present tense -AR verbs page 3.47
- Quiz 4 Present tense Ir, dar, estar page 3.48
- Quiz 5 Al and del page 3.49
- Vocabulary Quiz 1 page 3.45
- Vocabulary Quiz 2 page 3.46

Materials/Resources

- Asi Se Dice text book
- Asi Se Dice workbook
- duolingo.com
- glencoe.com
- Gramatica en Vivo
- Vocabulario en Vivo

Documents

Food: Spanish (8)

Content Area: **World Language**
Course(s): **Spanish, World Language**
Time Period: **MS 10 Weeks**
Length: **4-5 Days**
Status: **Published**

Overview

Students use the target language in the three modes of communication to explore food and the target culture (i.e. foods, meals, places to eat, ordering meals, eating habits in the United States and the target language). Students will understand that their culinary experiences are in some ways similar and in other ways different from that of the students in the target culture.

Essential Questions/Objectives/Learning Goals

Objections

- Ask and memorize questions related to food preferences, products, and practices
- Describe daily meals and eating habits using the present tense
- Describe the types of food
- Engage in an unrehearsed conversation to order a meal
- Name common vegetables, fruits, grains, proteins, dairy items, and "empty calorie" food
- Name the meals of the day
- Order food or beverage from a restaurant
- Present information related to food preferences, products, and practices in the target culture based on information found in age-level-appropriate, culturally authentic materials
- Recognize and use common gestures and cultural practices associated with food
- Use vocabulary associated with table setting

Learning Goal

- We are going to compare eating habits in Spain, Latin America, and the United States
- We are going to identify foods and discuss meals
- We are going to practice ordering food and beverages
- We are going to talk about places where we can eat
- We are going to use expressions with the infinitive of "tener que," "ir a" "acabar de"
- We are going to use the present tense of the regular -ER and -IR verbs

Standards

WL.7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.

WL.7.1.NM.A.3

Recognize a few common gestures and cultural practices associated with the target culture(s).

WL.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.

WL.7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

WL.7.1.NM.C.4

Present information from age - and level - appropriate, culturally authentic materials orally or in writing

WL.7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

WL.7.1.NM.C.5

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

WL.7.1.NM.A.1

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

Assessments

Interpretive

Students interpret age-level-appropriate authentic written and video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.

Interpersonal

Students engage in short unrehearsed/unscripted conversations with classmates and the teacher and members of the target language community in which they ask and answer questions and express preferences related to food preferences, products and practices.

Presentational

Students use lists, chunks of language, and memorized phrases to compare food preferences, products, and practices in the home and target culture.

- Chapter test A page 4.79
- Chapter test B page 4.82
- Quiz 3 Present tense -ER, -IR verbs page 4.51
- Quiz 4 the Infinitive page 4.52
- Vocabulary Quiz 1 page 4.49
- Vocabulary Quiz 2 page 4.50

Materials/Resources

- Asi Se Dice textbook
- Asi Se Dice workbook
- duolingo.com
- glencoe.com
- Gramatica en Vivo
- Vocabulario en Vivo

Documents

Family and the House: Spanish (8)

Content Area: **World Language**
Course(s): **Spanish, World Language**
Time Period: **MS 10 Weeks**
Length: **4-5 Days**
Status: **Published**

Overview

Students use the target language in the three modes of communication to explore the family and the house in and the target culture (i.e. family members, pets, adjectives describing these people, housing, furniture, prepositions, tener). Students understand that in some ways their family and homes are similar and in some ways are different to that of the target culture.

Essential Questions/Objectives/Learning Goals

Objectives

- Ask and answer questions related to homes (rooms, descriptions of one's homes, items in a home, and furniture)
- Describe home in the U.S. and target cultures
- Identify furniture and items in the home
- List family members and discuss relationships.
- Retell highlights from an authentic video or simple written text that includes description of the home and its contents
- Use the verb tener to describe the different ages of the family members and ownership

Learning Goals

- We are going to use the possessive adjective to tell who items belong to
- We are going to be able to use the verb tener to tell how old someone is
- We are going to correctly conjugate the verb tener to match the subject of the sentence
- We are going to describe a house or apartment
- We are going to describe rooms and furniture
- We are going to read about a Hispanic family and recognized differences and similarities between our family culture and that of the target culture
- We are going to talk about family members and pets.
- we are going to use the verb tener correctly to tell what we have

Standards

WL.7.1.NM.B.1

Use digital tools to exchange basic information at the word and memorized - phrase level related to targeted themes.

WL.7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.

WL.7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WL.7.1.NM.A.3

Recognize a few common gestures and cultural practices associated with the target culture(s).

WL.7.1.NM.C.3

Copy/write words, phrases, or simple guided texts on familiar topics.

WL.7.1.NM.C.4

Present information from age - and level - appropriate, culturally authentic materials orally or in writing. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

WL.7.1.NM.B.4

WL.7.1.NM.A.1

Recognize familiar spoken or written words and phrases contained in culturally authentic materials, electronic information and other sources related to targeted themes.

WL.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.

Assessments

Interpretive

Students interpret authentic video/audio texts such as news clips, real estate advertisements, and short video clips that focus on home tours, and descriptions of items in a home.

Interpersonal

Students engage in short unrehearsed/unscripted conversations with classmates and the teacher and members of the target language community in which they ask and answer questions related to their homes, common household items, and furniture.

Presentational

Students use lists, chunks of language, and memorized phrases to describe the rooms and items in homes of the target language.

- Chapter Test A page 2.53
- Chapter Test B (Advanced) page 2.58
- Quiz 3 Tener page 2.43
- Quiz 4 Possessive Adjectives
- Vocabulary 1 Quiz pg. 2.41
- Vocabulary 2 Quiz page 2.42

Materials/Resources

- Asi Se Dice text book
- Asi Se Dice workbook
- duolingo.com
- glencoe.com
- Gramatica en Vivo
- Vocabulario en Vivo DVD

Documents

Sports: Spanish (8)

Content Area: **World Language**
Course(s): **Spanish, World Language**
Time Period: **MS 10 Weeks**
Length: **4-5 Days**
Status: **Published**

Overview

Students use the target language in the three modes of communication to explore sports in the target culture (i.e. how to play, name different sports, sports related vocabulary, famous Hispanic athletes). Students understand that their sports experiences in some ways are similar and in others are different than those in the target culture.

Essential Questions/Objectives/Learning Goals

Objectives

- Ask and answer memorized questions related to sports preferences, equipment, and practices
- Describe how to play different sports using the present tense (stem-changers)
- Engage in an unrehearsed conversation about sports
- Identify equipment used to play different sports
- Identify types of sports in the target language
- Interpret text and audio related to team sports
- Present information related to sports in the target culture based on information found in age-level-appropriate, culturally authentic materials
- Recognize and use common gestures and cultural practices associated with sports
- Use *interesar*, *aburrir*, and *gustar* to describe opinions about sports
- Use vocabulary associated with clothing and colors to describe team uniforms

Learning Goals

- We are going to compare sports teams in the United States with those in the Spanish speaking countries
- We are going to describe sports uniforms
- We are going to discuss Hispanic athletes and their role in the Hispanic community
- We are going to identify colors
- We are going to talk about sports that we play
- We are going to use the present tense of stem changing verbs
- We are going to use the verbs "*interesar*, *aburrir*, and *gustar*."

Standards

WL.7.1.NM.B.3

Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

WL.7.1.NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics and topics studied in other content areas.

WL.7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.

WL.7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WL.7.1.NM.A.3

Recognize a few common gestures and cultural practices associated with the target culture(s).

WL.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.

WL.7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

WL.7.1.NM.C.3

Copy/write words, phrases, or simple guided texts on familiar topics.

WL.7.1.NM.C.4

Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

WL.7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

WL.7.1.NM.C.5

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Assessments

Interpretive

Students interpret age-level-appropriate authentic written and video/audio texts such as advertisements for games, advertisements sports equipment stores, and short video clips that focus on sports played in the target culture.

Interpersonal

Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions and express preferences related to sports.

Presentational

Students use lists, chunks of language, and memorized phrases to compare preferences, and practices about sports in the home and target culture.

- Chapter test A page 5.83
- Chapter test B (Advanced) page 5.87
- Quiz 3 Stem Changers page 5.55
- Quiz 4 Stem Changers page 5.56
- Quiz 5 Intersar, Aburrir, Gustar page 5.57
- Vocabulary Quiz 1 page 5.53
- Vocabulary Quiz 2 page 5.54

Materials/Resources

- Asi Se Dice textbook
- Asi Se Dice workbook
- duolingo.com
- glencoe.com
- Gramatica en Vivo
- Vocabulario en Vivo

Documents

Celebrations: Spanish (8)

Content Area: **World Language**
Course(s): **Spanish, World Language**
Time Period: **MS 10 Weeks**
Length: **10 days**
Status: **Published**

Overview

Students use the target language in the three modes of communication to explore how members of the target culture celebrate important life events. They compare celebrations in the home and target culture.

Essential Questions/Objectives/Learning Goals

Objectives

- Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures
- Identify holiday traditions in Spanish-speaking countries
- Skim and scan culturally authentic audio/video/written text to identify people, places, and things related to cultural celebrations

Learning Goals

- We are going to identify culture-specific holidays
- We are going to compare and contrast celebrations in the home compared to target culture
- We are going to identify all Spanish-speaking countries and their location
- We are going to identify customs and traditions of target culture

Standards

WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.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.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Assessments

Interpretive:

Students interpret authentic written or audio/video texts related to celebrations (invitations, posters, radio/television/newspaper advertisements)

Interpersonal:

Students engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to celebrations in the home and target culture.

Presentational:

Students use lists, chunks of language, and memorized phrases to compare celebrations in the home and target culture.

Materials/Resources

Authentic advertisements

Authentic Posters

Relevant You-Tube videos of culturally authentic celebrations in target language countries

Computers

Workbook

Documents
