

Pine Hill Public Schools Curriculum			
Content Area:		World Languages	
Course Title/ Grade Level:		Spanish IB/ 9-12	
Unit 1:	Greetings and Expressions of Courtesy/ Classroom Objects and Commands/Numbers	Marking Period:	1 (Weeks 1-9)
Unit 2:	House/Family/Occupations	Marking Period:	2 (Weeks 1-9)
Unit 3:	Food/Clothing/Time and Colors	Marking Period:	3 (Weeks 1-9)
Unit 4:	Weather and Seasons/Days and Months/Leisure and Recreation/Travel and Transportation	Marking Period:	4 (Weeks 1-9)
Date Created or Revised:		June 2012	
BOE Approval Date:		07/17/2012	

**Pine Hill Public Schools
World Languages' Curriculum**

Unit Title: Greetings and Expressions of Courtesy/ Classroom Objects and Commands/Numbers		Unit #: 1
Course: Spanish IB		Length of Time: 9 Weeks
Pacing	Marking Period 1: Weeks 1-9	
Essential Questions	<ul style="list-style-type: none"> • How does one ask and give personal information, introduce oneself and ask how people are doing? • How does one discuss classroom objects, follow classroom commands and direct others by using classroom commands? • How does one count, perform basic mathematical functions, relate numbers to geometric figures and comprehend costs in a store setting? 	
Content	<u>Language</u> <ul style="list-style-type: none"> • Basic greetings, farewells and courtesy expressions • Classroom objects and basic commands • Numbers 0-100 <u>Nation/Culture</u> <ul style="list-style-type: none"> • Proverbs/Refranes of Spain and Latin America 	
Skills	<ul style="list-style-type: none"> • Elicit the introduction of oneself • State how one feels and the languages one speaks • Identify and label classroom objects • Give and respond to basic classroom commands • Identify numbers 0-100 and apply them to give prices of items and solve basic math problems 	
Assessments	<u>Formative</u> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <u>Summative</u> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam <p>*Other appropriate assessments at individual teacher's discretion.*</p>	
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing 	

	<ul style="list-style-type: none"> • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
<p>Inter-Disciplinary Connections</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Proverbs/Refranes of Spain and Latin America <p><u>LAL</u></p> <ul style="list-style-type: none"> • Sentence formation, Agreement of subjects and verbs, Phonetics, Punctuation, Syntax • Students will create a Spanish dialogue applying greetings, responses to how one feels and farewells <p><u>Math</u></p> <ul style="list-style-type: none"> • Spanish application of numbers 0-100 in basic math problems <p><u>Life and Careers</u></p> <ul style="list-style-type: none"> • Spanish application of greetings and courtesy expressions in written and oral discourse highlighting teen and adult social interactions characteristic to family and life skills
<p>Lesson Resources / Activities</p>	<ul style="list-style-type: none"> • Sheeran, John. <u>Exploring Spanish</u>. St. Paul: EMC, 2008. • Sheeran, John. <u>Exploring Spanish Teacher's Guide</u>. St. Paul: EMC, 2008. • <u>Exploring Spanish Ancillaries</u>: Workbook, Audio CDs, Overhead Transparencies, Symtalk Symbol Cards, EMC Publishing World Language Flash Cards. <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>
<p>2009 NJCCCS</p>	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>Strand A Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p>	

Strand B Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

Strand C Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Content Statement:

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.

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Respond to learned questions.

Ask memorized questions. State needs and preferences.

Describe people, places, and things.

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Make lists. State needs and preferences. Describe people, places, and things.

CPI:

7.1.NM.A.1

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

7.1.NM.A.2

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

7.1.NM.A.3

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

7.1.NM.A.4

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

7.1.NM.A.5

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

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.

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.

7.1.NM.B.3

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

	<p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>
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<u>21st Century Themes</u>						
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	Health Literacy
<u>21st Century Skills</u>						
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills	

**Pine Hill Public Schools
World Languages' Curriculum**

Unit Title: House/Family/Occupations		Unit #: 2
Course: Spanish IB		Length of Time: 9 Weeks
Pacing	Marking Period 2: Weeks 1-9	
Essential Questions	<ul style="list-style-type: none"> • How does one describe the rooms in a house and the different types of lodging? • How does one talk about family members and their relationships to one another and one's own relationship to other family members? • How does one talk about festivals and holiday celebrations in Hispanic countries? • How does one describe common occupations, work roles and responsibilities? 	
Content	<u>Language</u> <ul style="list-style-type: none"> • Rooms of a house and types of lodging • Family members' titles and nouns referring to people • Vocabulary focusing on Thanksgiving and Christmas celebrations in Hispanic countries • Professions and trades <u>Nation/Culture</u> <ul style="list-style-type: none"> • Proverbs/Refranes of Spain and Latin America 	
Skills	<ul style="list-style-type: none"> • Identify and label the rooms of a house and its surroundings • Name various types of lodging • Identify family members by using proper titles • Apply nouns that refer to people when speaking about them • Name traditional foods customary to celebrating Thanksgiving and Christmas in Hispanic countries and elicit basic greetings characteristic to these celebrations • Identify various occupations and trades and state where one would be employed 	
Assessments	<u>Formative</u> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <u>Summative</u> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam <p>*Other appropriate assessments at individual teacher's discretion.*</p>	
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing 	

	<ul style="list-style-type: none"> • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
<p>Inter-Disciplinary Connections</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Proverbs/Refranes of Spain and Latin America <p><u>LAL</u></p> <ul style="list-style-type: none"> • Sentence formation, Agreement of subjects and verbs, Phonetics, Punctuation, Syntax • Students create a Spanish essay showing relationships between family members and using numbers to state the ages of all family members • Students create a Spanish essay naming and describing their family members <p><u>Life and Careers/ Art</u></p> <ul style="list-style-type: none"> • Family life is highlighted via the drawing of the floor plan of one’s dwelling and labeling all interior rooms and aspects outdoors as well • Career education is highlighted via a Spanish project dedicated to naming professions and/or trades of oneself and family members including places of employment thus furthering personal and/or career goals
<p>Lesson Resources / Activities</p>	<ul style="list-style-type: none"> • Sheeran, John. <u>Exploring Spanish</u>. St. Paul: EMC, 2008. • Sheeran, John. <u>Exploring Spanish Teacher's Guide</u>. St. Paul: EMC, 2008. • <u>Exploring Spanish Ancillaries</u>: Workbook, Audio CDs, Overhead Transparencies, Symtalk Symbol Cards, EMC Publishing World Language Flash Cards. <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>
<p>2009 NJCCCS</p>	
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<p>Strand A Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p>	

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Content Statement:

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.

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Make lists. State needs and preferences. Describe people, places, and things.

CPI:

7.1.NM.A.1

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

7.1.NM.A.2

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

7.1.NM.A.3

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

7.1.NM.A.4

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

7.1.NM.A.5

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

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.

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.

7.1.NM.B.3

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

7.1.NM.B.4

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

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.

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.

7.1.NM.C.2
 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3
 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4
 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5
 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools World Languages' Curriculum	
Unit Title: Food/Clothing/Time and Colors	Unit #: 3
Course: Spanish IB	Length of Time: 9 Weeks
Pacing	Marking Period 3: Weeks 1-9
Essential Questions	<ul style="list-style-type: none"> • How does one talk about basic food and national and regional specialties, identify a proper table setting and wish guests an enjoyable meal? • How does one discuss the traditions evident in Semana Santa in Hispanic countries? • How does one discuss articles of clothing, say what one is wearing and discern appropriateness of apparel? • How does one tell time, understand the 24-hour clock, discuss colors and describe objects in terms of colors?
Content	<u>Language</u> <ul style="list-style-type: none"> • Foods • Vocabulary focusing on the Easter celebration in Hispanic countries • Proper table settings • Clothing and accessories • Telling time • Basic colors <u>Nation/Culture</u> <ul style="list-style-type: none"> • Proverbs/Refranes of Spain and Latin America
Skills	<ul style="list-style-type: none"> • Identify and label basic foods eaten on a daily basis at particular meals • Elicit items of a basic table setting and discuss proper usage of silverware • Identify names of foods traditionally eaten at Easter in Hispanic countries • Identify and label items of clothing and accessories and discuss clothing worn on different occasions • Ask and tell time • Identify and label basic colors and apply them to describe various objects in one's life
Assessments	<u>Formative</u> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <u>Summative</u> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam • Culture Project (Celebrations/Music/Dances of the Target Culture) <p>*Other appropriate assessments at individual teacher's discretion.*</p>
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists)

	<ul style="list-style-type: none"> • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
<p>Inter-Disciplinary Connections</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Proverbs/Refranes of Spain and Latin America <p><u>LAL</u></p> <ul style="list-style-type: none"> • Sentence formation, Agreement of subjects and verbs, Phonetics, Punctuation, Syntax <p><u>Math</u></p> <ul style="list-style-type: none"> • Spanish application of numbers in telling time <p><u>Art</u></p> <ul style="list-style-type: none"> • Personal enrichment and etiquette enhanced via the drawing of a proper table setting and discussion of proper usage of utensils • Students will create a project focusing on labeling items of clothing in Spanish that are worn in various seasons • Students will color an artist's palette identifying the basic colors including the display and identification of one's favorite color <p><u>Health</u></p> <ul style="list-style-type: none"> • Students will address nutrition via the creation of a 7-Day Spanish Meal Plan highlighting foods and beverages <p><u>Life and Careers</u></p> <ul style="list-style-type: none"> • Cultural enhancement via the discussion of Spanish and Latin American specialties with focus on ingredients and wishing one to enjoy one's meal
<p>Lesson Resources / Activities</p>	<ul style="list-style-type: none"> • Sheeran, John. <u>Exploring Spanish</u>. St. Paul: EMC, 2008. • Sheeran, John. <u>Exploring Spanish Teacher's Guide</u>. St. Paul: EMC, 2008. • <u>Exploring Spanish Ancillaries</u>: Workbook, Audio CDs, Overhead Transparencies, Symtalk Symbol Cards, EMC Publishing World Language Flash Cards. <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>
<p>2009 NJCCCS</p>	

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Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
Make lists. State needs and preferences. Describe people, places, and things.

CPI:

7.1.NM.A.1

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

7.1.NM.A.2

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

7.1.NM.A.3

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

7.1.NM.A.4

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

7.1.NM.A.5

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

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.

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.

7.1.NM.B.3

Imitate appropriate gestures and intonation of the

	<p>target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>
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21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
World Languages' Curriculum**

Unit Title: Weather and Seasons/Days and Months/Leisure and Recreation/Travel and Transportation		Unit #: 4
Course: Spanish IB		Length of Time: 9 Weeks
Pacing	Marking Period 4: Weeks 1-9	
Essential Questions	<ul style="list-style-type: none"> • How does one describe weather conditions, discuss seasons of the year and relate weather conditions to seasons? • How does one talk about the days of the week and months of the year, write dates in the target language, relate months to seasons, relate weather to months, distinguish work days from holidays, say when something happens and identify the mythological origin of the weekdays? • How does one discuss the importance of cinco de mayo in Mexico? • How does one name various leisure activities, tell what one likes to do and invite someone to do something? • How does one identify means of transportation, understand and react to expressions used in airports, train stations and at bus stops and ask for directions? 	
Content	<p><u>Language</u></p> <ul style="list-style-type: none"> • Weather expressions • Seasons of the year • Days, months and dates • Weekdays and mythology • Vocabulary focusing on the significance of el cinco de mayo and leisure activities • Present tense of ir = to go, jugar = to play a game/ a sport • Me/te gusta + infinitives • Present tense of viajar = to travel, ir = to go and estar = to be • Means of transportation • Expressions used at airports and at train stations <p><u>Nation/Culture</u></p> <ul style="list-style-type: none"> • Proverbs/Refranes of Spain and Latin America 	
Skills	<ul style="list-style-type: none"> • Identify and create sentences applying weather expressions, stating temperatures and identifying and labeling seasons of the year • Ask about and elicit the days of the week, the months of the year and the date; discuss cinco de mayo • Identify and discuss the days of the week derived from Roman mythology • Identify and create sentences applying the present tense of ir to denote going to places, jugar a = playing games and sports • Identify and create sentences including leisure activities, where one usually goes and identify sports that one plays in daily life • Identify and create sentences applying me/te gusta to express activities that one likes/dislikes • Identify and create sentences applying the present tense of viajar to express traveling by various means of transportation • Identify and create sentences applying basic expressions travelers use at airports and at train stations in addition to asking for directions to various common destinations 	

Assessments	<u>Formative</u> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <u>Summative</u> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam <p>*Other appropriate assessments at individual teacher's discretion.*</p>
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
Inter- Disciplinary Connections	<u>Social Studies</u> <ul style="list-style-type: none"> • Proverbs/Refranes of Spain and Latin America • The historical perspective of cinco de mayo will be discussed <u>LAL</u> <ul style="list-style-type: none"> • Sentence formation, Agreement of subjects and verbs, Phonetics, Punctuation, Syntax • A comparison of leisure activities between American teenagers and Hispanics will be discussed in Spanish and students will write a Spanish essay focusing on what one likes to do • A Spanish essay to be created discussing traveling to various places via various means of transportation and requesting directions to points of interest in new cities and countries (time permitting) <u>Science</u> <ul style="list-style-type: none"> • Students will create a Spanish project highlighting the seasons of the year with common weather expressions, days, dates and the time as viewed in each given scene

Lesson Resources / Activities	<ul style="list-style-type: none"> • Sheeran, John. <u>Exploring Spanish</u>. St. Paul: EMC, 2008. • Sheeran, John. <u>Exploring Spanish Teacher's Guide</u>. St. Paul: EMC, 2008. • <u>Exploring Spanish Ancillaries</u>: Workbook, Audio CDs, Overhead Transparencies, Symtalk Symbol Cards, EMC Publishing World Language Flash Cards. <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>
2009 NJCCCS	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>Strand A Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p> <p>Strand B Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).</p> <p>Strand C Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.</p>	
<p>Content Statement: 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. The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things. The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Make lists. State needs and preferences. Describe people, places, and things.</p>	<p>CPI: 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally</p>

authentic materials on familiar topics.

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.

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.

7.1.NM.B.3
Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4
Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

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.

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.

7.1.NM.C.2
Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3
Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4
Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5
Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy		Life and Career Skills		