

# **READINGTON PUBLIC SCHOOL DISTRICT**

## **Grades 6 - 8 Spanish**

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## **I. PURPOSE AND OVERVIEW**

The Readington School District world language program provides a balanced instructional approach which includes common beliefs. The Spanish curriculum identifies the essential knowledge and skills that prepare students to communicate in Spanish, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of the Spanish language and culture, and participate in multilingual communities at home and around the world. Authentic practice of these skills enables students to realize their potential as global citizens who think critically and solve problems using the communication and collaboration skills gained from learning world languages and cultures. In the Spanish World Language classroom Readington Township students have the opportunity to:

- Be immersed in the target language.
- Communicate effectively and with appropriate culture sensitivity with others verbally and in writing.
- Use interpretative and interpersonal modes to communicate.
- Be participating members of a global society.

The goal of world language is to prepare learners to apply their skills and understandings measured by the Standards and to bring a global competence to students' future careers and experiences. The K-8 grade curriculum is designed to build on the curriculum from previous grades, standing on the shoulders of the instruction that occurs in each previous grade. Our curriculum is designed to be responsive to the developmental stages of learners. In grades K-5 students receive world language instruction in Spanish. Spanish is the foundation of the world language program in the Readington Township Schools. Recent data reveals that Spanish is the official language of over 20 nations in North, Central, and South America, as well as in Spain, several nations in Africa, and in the Philippines. In addition, over 22 million people of Latin America and Spanish decent live in the United States.

In grades kindergarten through grade five students will focus on verbally communicating at the novice level, as defined by the American Council of Teachers of Foreign Languages. Students will use three modes of communication when in the World Language classrooms; interpretive, interpersonal, and presentational.

As students near the end of grade five they select a world language to study in grades six, seven, and eight. In grades six through eight students have the option to select one of three languages: French, Mandarin, or Spanish as their choice for World Language Instruction. Typically students remain in the same world language throughout the middle school grades to build proficiency in the study of world language and prepare them for high school and beyond. Native language speakers (those raised in an environment using mainly a language other than English) are supported so that they are able to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and bi-literate in today's global environment. Native speakers may select to develop their native language while enrolled in the middle school grades. Native language speakers will refine pronunciation, develop their writing skills, and advance reading proficiency in the native language.

## **II. COMPONENTS OF EFFECTIVE WORLD LANGUAGE CURRICULUM**

The components of a successful world language curriculum identify with the 5 "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) and the details of the standards for world language learning. Language and communication are at the heart of the human experience. Readington Township strives to educate students who are linguistically and culturally

equipped to communicate successfully in a pluralistic American society and abroad. Our curriculum lays the foundation for students in grades K-8 so that ALL students will develop and maintain proficiency in English and at least one other language. Children who come to school from non-English backgrounds will have opportunities to develop further proficiencies in their first language.

#### **Goal Areas:**

- 1. Communication**  
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
- 2. Cultures**  
Interact with cultural competence and understanding
- 3. Connections**  
Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- 4. Comparison**  
Develop insight into the nature of language and culture in order to interact with cultural competence
- 5. Communities**  
Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

### **III. RESOURCES**

<http://www.ala.org/aasl/>

<http://www.state.nj.us/education/modelcurriculum/wl/>

ACTFL Standards

National Standards for Foreign Language Learning in the 21<sup>st</sup> Century

Krashen, Steven. Second Language Acquisition and Second Language Learning. New York. Prentice Hall. 1981. This work is available on-line at <http://www.sdkrashen.com/>

Krashen, Stephen D. and Tracy D. Terrell. The natural approach: Language acquisition in the classroom. Hayward, CA: Alemany Press. 1983.

Asher, James T. Learning Another Language Through Actions, Sixth Edition. Los Gatos, CA. Sky Oaks Publishing. 2003.

Ray and Seely. Fluency Through TPR Storytelling: Achieving Real Language Acquisition in School Fourth Edition. CA. Command Performance Language Institute. 2004.

<http://www.susangrosstprs.com/articles/>

Gardner, Howard. Frames of Mind. The theory of multiple intelligences. New York. Basic Books. 1993.

<http://www.ed.gov/nclb/overview/intro/4pillars.html>

<http://www.21stcenturyskills.org>

<http://www.nadsfl.org/characteristics.htm>

### **IV. GOALS (The goals of the curriculum include language to reflect the current educational landscape, including:**

- The Common Core State Standards
- College and Career Readiness Standards
- 21<sup>st</sup> century skills

Our curriculum is guided by the World-Readiness Standards for Learning Languages.

## **COMMUNICATION**

### **COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES**

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

## **CULTURES**

### **INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING**

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied

## **CONNECTIONS**

### **CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS**

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures

## **COMPARISONS**

### **DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE**

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

## **COMMUNITIES**

### **COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD**

- **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world
- **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advance

## V. Scope and Sequence

	Sixth Grade	Seventh Grade	Eighth Grade
Unit 1 Sept./Oct.	<b>Activities We Like to Do</b> Activities we like to do and don't like to do Asking others what they like to do Understanding cultural perspectives on favorite activities Spanish speaking countries The letters <i>a</i> , <i>e</i> , and <i>i</i>	<b>Vacation Activities</b> Communicating in Spanish about vacations Describing places and things to do Talking about events in the past Understanding cultural perspectives on travel and vacations Spanish speaking countries Using expressions while you are traveling. Review of the letter <i>b</i> and <i>j</i>	<b>Using the Spanish Language for Buying and Selling</b> Describe and/or critique clothing Investigate traditional clothing of Spanish-speaking countries Employ larger numbers to talk about prices Compare currencies of Spanish-speaking countries
Unit 2 Oct./Nov.	<b>Personality Traits</b> Asking and telling what people are like Using adjectives to describe people Understanding cultural perspectives on friendship Students learn many more <i>--ar</i> <i>-er</i> and <i>-ir</i> verbs verb <i>ser</i> and learn many new adjectives to describe themselves and others. Spanish speaking countries The letters <i>o</i> and <i>u</i>	<b>Volunteer Work</b> Protecting the environment Holding conversations with others about the work that needs to be done The letter <i>x</i> Spanish speaking countries Review of the letters <i>o</i> and <i>u</i>	<b>What a gift!</b> Identify and describe gifts and accessories Propose stores in which to purchase gifts, accessories, and clothing Differentiate characteristics of consumers and stores between the US and Spanish Speaking countries
Unit 3 Nov./Dec	<b>School Schedules and Subjects</b> Talking about school subjects and schedules Discussing what students do during the day Asking and telling who is doing an action Spanish speaking countries The letter <i>c</i>	<b>Movie and Television Programs</b> Describing movies and television programs Expressing opinions of movies and media entertainment Talking about things one has done recently Spanish speaking countries	<b>Where do you live and who lives with you?</b> Experiences at home and elsewhere and their influences on us as people Activities with <i>ser</i> Regular verbs in the present tense Infinitive constructions
Unit 5 Jan./Feb.	<b>My Classroom</b> Describing a classroom Indicating where things are located Talking about more than one object or person Understanding cultural perspectives on school Spanish speaking countries	<b>Technology in the World</b> Computers and the Internet Talking about the Internet and the computer 21 <sup>st</sup> Century Technologies Asking for something and telling what it is used for Spanish speaking countries Review of the letters <i>d</i> and <i>l</i> and <i>ll</i>	<b>Celebrations</b> Where/What did you and your family go/do during celebrations? Birthdays, weddings, other events Which celebrations are universal? Which holidays are unique to countries we are studying? Favorite Hispanic holidays and celebrations

	Pets The letter <i>g</i>		
<b>Unit 6</b> <b>Mar./Apr.</b>	<b><i>Breakfast or Lunch or Dinner</i></b> Foods and beverages Likes and dislikes Expressing how often things are done Cultural perspectives on meals, diet, and health Spanish speaking countries Farm animals The letter <i>b</i> and <i>j</i>	<b><i>My Bedroom</i></b> Describing a bedroom and my house Indicating where things are located in my bedroom and my house Talking about more than one object in my house or person in my family Understanding cultural perspectives on homes Parts of the house. Household chores. Spanish speaking countries Pets Review of the letter <i>g</i>	<b><i>Preparing for High School Spanish Part I</i></b> Members of the family. Description of people. Expressions when you go shopping. Clothing items and accessories. Using expressions to help the community. Using expressions in the cybernetic world. Review and expansion of Pretérito [regular verbs, ir, hacer, dormir, dar] Introduction of Present progressive
<b>Unit 7</b> <b>May/June</b>	<b><i>Activities Outside of School</i></b> Extending, accepting, and declining invitations Sports Activities Summer Plans The letter <i>d</i> and <i>l</i> and <i>//</i>	<b><i>Shopping Around the World</i></b> Where do you go shopping? Who do you shop for? Shopping; Telling what you did; Asking for and giving information; Traveling; Telling where you went; Money and monetary transactions	<b><i>Preparing for High School Spanish Part II</i></b> Continued practice of Pretérito, including an introduction of –car, -gar, -zar verbs Saber [in infinitive constructions] Irregular pretérito [decir, estar, tener, leer, poner, traer, venir, ver]

## VI. Spanish I (A) (Grade 6)

Sixth Grade Spanish	
Desired Results	
<p><b>Established Goals:</b> <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?</i></p> <p>Students will be able to use Spanish 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><b>7.1 World Languages</b></p> <p>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 and you with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> <p><b>7.1.NM.A.4</b></p> <p>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p><b>7.1.NM.B.5</b></p> <p>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>	
<p><b>Understandings:</b> <i>What are the big ideas? What specific understandings about the big ideas are desired in this unit? What</i></p>	<p><b>Essential Questions:</b> <i>What questions will foster inquiry, understanding, and transfer learning?</i></p>

*misunderstandings are predictable?*

**Students will understand that...**

- Communication is the ability to understand and be understood in real world contexts.
- Language and culture are mutually dependent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.
- Students can common mistake hair color traits with eye color traits.
- Students commonly mistake the interrogatives.
- In this unit students often tend to mix use the verbs *ser* instead of the verb *tener*, when expressing age and talking about physical descriptions.

**Cultural Connections for the Year:**

- Focusing on life in Mexico, Paraguay, Chile, and Argentina.
- Festivals Dia de los Muertos, El Dia de Independencia, Los Posadas

**Grammar Review of and Instruction with:**

- Infinitives
- Negatives
- Expressing agreement and disagreement
- Adjectives
- Definite and indefinite articles
- Word order; placement of adjectives
- Subject pronouns
- Present tense of *-ar* verbs
- The verb *estar*
- The plurals of nouns and articles
- Present tense of *-er* and *-ir* verbs
- *Me gustan*
- *Me encantan*
- The plurals of adjectives
- The verb *ser*
- The verb *ir*
- *ir + a + infinitive*
- *jugar*

- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?
- How do I present information, concepts and ideas in another language in a way that is understood?
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other discipline, and vice versa?
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would be otherwise unavailable to me?
- How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?
- How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?
- How do I use my knowledge and culture to enrich my life and broaden my opportunities?
- What are the similarities and differences of the American student's life in comparison to a student's life in a Spanish speaking country?
- How does communicating and addressing others in America differ from that of a Spanish speaking country?
- What are some of the cultural and linguistic similarities and differences between America and the Spanish speaking world?
- What are the cultural differences and similarities between La Familia Hispanohablantes and American families?
- How does your family's dynamic and appearance compare with that of a family from the Spanish speaking world?
- Why is it important to know weather expressions when traveling to a Spanish speaking country?
- How does American students' sense of style differ from students' abroad world?
- What are the similarities and differences in how leisure activities impact lifestyle in America with that of a Spanish speaking country?
- How does food teach you about a people, their country and their culture?
- What are the similarities and differences in where Spanish teens shop for food and what they eat?

- What are the similarities and differences between vacations in United States and vacations in Spanish speaking countries?
- How can traveling to another country teach you about their culture?

**Students will know/learn...**

*What key knowledge and skills will students acquire as a result of this unit?*

*What should they eventually be able to do as a result of such knowledge and skill?*

- In Spanish, demonstrate an understanding of the products, practices, and perspectives of the cultures studies, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.

**Students will be able to...**

*What can students eventually be able to do as a result of such knowledge and skill?*

- Greet people at different times of the day.
- Tell time to the hour, half-hour, and five-minute.
- Introduce themselves to others.
- Identify parts of the body: hands, feet, head, shoulders, knees, toes, fingers, legs, hands.
- Respond to classroom directions.
- Describe a friend's basic personality.
- count orally in Spanish to 100 and to use numbers in conversation.
- Describe what their friend likes to do.
- Describe their own basic personality traits.
- Describe what they like to do.
- Describe the weather using descriptive words.
- Express the date by saying the day, number, month, and year.
- List the months of the year in order and state my own birthday.
- Respond to the following questions fluently without pause: *¿Cómo te llamas?*, *¿Cuántos años tienes?*, *¿Qué color es?*, *¿Cómo está usted?*, *¿Qué día es hoy?*, *la fecha*, *¿Cuál es tu color favorito?*, *¿Cuál es tu fruta favorita?* *¿Cuándo es tu cumpleaños?*
- State many things I like to do.
- State what kind of person I am using adjectives.
- State what kind of person I am not using adjectives.
- Ask people what they like to do.
- Describe people in Spanish using adjectives.
- Conjugate regular -ar -er, and -ir ending verbs
- Describe what a subject pronoun is and I know what they mean in Spanish.
- Hold conversations answering and responding to; *Que me gusta hacer?* (What do I like to do?)
- Hold conversations answering and responding to; *Que te gusta hacer?* (What do you like to do?)
- Hold conversations answering and responding to; *Que le gusta hacer?* (What does he/she like to do?)
- Hold conversations answering and responding to; *Como soy yo?* (What am I like?)
- Hold conversations answering and responding to; *Como eres tu?* (What are you like?)
- Hold conversations answering and responding to; *Como es el/ella?* (What is he/she like?)
- Utilize subject pronouns and /ar/ verb conjugations correctly.
- Talk about family celebrations in Spanish
- Describe physical characteristics of family and friends in Spanish
- Read simple stories in the present tense, answer questions, and retell the stories in their own words
- Describe a school day.
- Describe the differences between typical school days in the US and Spanish speaking countries.
- Use ordinal numbers in conversation. (first – twelfth.)
- Use /er/ and /ir/ verbs correctly in conversation and in writing
- Use breakfast food words in conversation and in writing.
- Order food a restaurant. (politely request to have something brought to you in a restaurant)

- Describe sports activities, leisure activities, and other things to stay healthy.
- Invite a friend to go somewhere with you, including time, place and location
- Accept or decline an invitation with politeness and cultural acceptance

#### Assessment Evidence

##### Performance Indicators and Tasks:

- *Through what authentic performance tasks will students demonstrate the desired understandings?*
- *By what criteria will performance of understandings be judged?*

##### Communication in Spanish:

###### Interpersonal:

Use digital tools and face-to-face communication to:

- introduce one's self to others.
- ask for some personal information such as name, age, and where someone is from.
- provide personal information such as name, age, and where someone is from.
- ask memorized questions (yes/no, either/or, and short response) relate to physical characteristics and qualities.
- answer memorized questions (yes/no, either/or, and short response) relates to preferences of pastime activities and sports.
- answer simple question (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports.

###### Interpersonal:

- Adjust intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either/or and short response).
- Greet and take leave in a culturally acceptable manner.

###### Presentational:

- Use words, phrases, and memorized sentences to describe self, including details about physical characteristics and personality qualities.
- Use words, phrases, and memorized sentences to describe others based on their physical characteristics and personal qualities.
- Tell age and the age of others
- Use words, phrases, and memorized sentences to tell which pastimes and sports I like and which I do not like.
- Use words, phrases, and memorized sentences to tell which pastimes and sports others like and which they do not like.
- Categorize pastimes and sports based on whether they are popular in the United States, the culture, or in both places.

###### Presentational:

- Use words, phrases, and memorized sentences and technology tools to retell as story or summarize an article that includes physical characteristics, personality qualities, preferences related to past time activities

##### Connect with Other Disciplines and Acquire Information

###### Intradisciplinary

##### Other Evidence:

*Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?*

##### Other Evidence:

- Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results?
  - Rubrics
  - Teacher Observation
  - Speaking presentations
  - Self-assessments
  - Student participation
  - Work completion
  - Quizzes/tests
  - Homework
  - Projects

##### Interpersonal Assessment:

- Beginning/Emerging Proficiency
  - Respond to greetings and farewells and frequent questions
  - Follow simple instructions through actions
  - Express likes and dislikes using visual cues
  - Describe self, others, and objects by listing characteristics
- Developing Proficiency (All of the above, in addition to...)
  - Exchange names, greetings, and farewells, using appropriate cultural gestures
  - Give and follow simple instructions through actions and by participating in games
  - Exchange information about general health and emotions
- Advancing Proficiency (All of the above, in addition to...)
  - Exchange essential information such as addresses and telephone numbers and common classroom interactions
  - Give and follow instructions with partners during classroom activities
  - Exchange and discuss information about general health and emotions
  - Exchange information about likes and dislikes of foods, activities, and various people

<ul style="list-style-type: none"> <li>Beginning/Emerging Proficiency <ul style="list-style-type: none"> <li>Recognize various sources of information available in the language studied, such as newspapers, magazines, websites, and TV</li> </ul> </li> <li>Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> <li>Demonstrate, with assistance, the ability to access information about the language or country studies on the internet or from other media sources</li> </ul> </li> <li>Advancing (All of the above, in addition to...) <ul style="list-style-type: none"> <li>Use the internet or other media sources to complete specific assignments</li> </ul> </li> </ul> <p><b>Develop Insight into the Nature of Language and Culture</b></p> <ul style="list-style-type: none"> <li>Beginning/Emerging Proficiency <ul style="list-style-type: none"> <li>Recognize and identify examples of words borrowed from one language and used in the other</li> <li>Recognize and identify sounds and phonetics unique to the language studied</li> <li>Recognize and identify alphabet letters and accents unique to the language studies</li> </ul> </li> <li>Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> <li>Give examples of words borrowed from the language studied</li> <li>Demonstrate an awareness of the target language's phonetic system and how it differs from English</li> <li>Demonstrate an awareness of the target language's alphabet and use of accents and how they differ from English</li> </ul> </li> <li>Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> <li>Give examples of derivatives in our own language that come from the language studied</li> <li>Reproduce the sounds unique to the language with little or no distortion when speaking</li> <li>Correctly use spelling and accents in high-frequency words</li> </ul> </li> </ul> <p><b>Communities</b></p> <p><b>Participating in Multilingual Communities at Home &amp; Around the world</b></p> <ul style="list-style-type: none"> <li>Beginning/Emerging Proficiency <ul style="list-style-type: none"> <li>Identify where the language studied can be seen and heard in our community and elsewhere</li> <li>Identify professions where knowledge of another language is an important asset</li> <li>Identify topics related to the cultures studied found in our daily media</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Exchange detailed descriptions of activities at home and at school</li> </ul> <p><b>Interpretive Assessment:</b></p> <ul style="list-style-type: none"> <li>Beginning/Emerging Proficiency <ul style="list-style-type: none"> <li>React with gestures or drawings to verbal or written descriptions</li> <li>Show comprehension of the main idea of a verbal or written story or conversation by sequencing pictures</li> <li>Show limited comprehension to simple questions and statements about a verbal or written story or conversation</li> </ul> </li> <li>Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> <li>Identify people or objects described in verbal or written directions</li> <li>Express an understanding of the main idea of a verbal or written story or conversation</li> <li>Respond appropriately to simple yes/no, either/or questions and statements about a verbal or written story or conversation</li> </ul> </li> <li>Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> <li>Identify qualities of other people or objects described in verbal or written descriptions</li> <li>Discuss the main idea of a verbal or written story or conversation with the teacher</li> <li>Respond appropriately to short-answer questions about a verbal or written story or conversation</li> </ul> </li> </ul> <p><b>Presentational Assessment</b></p> <ul style="list-style-type: none"> <li>Beginning Proficiency <ul style="list-style-type: none"> <li>Convey meaning through gestures or through listing information</li> <li>Prepare illustrated stories and share as part of a group</li> <li>Recite or dramatize songs, short anecdotes or poems</li> <li>Participate in the creation of a list of items necessary or activities that might take place in daily life in the culture studies</li> </ul> </li> <li>Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> <li>Give simple presentations about self, family and friends, and familiar objects or activities</li> <li>Prepare illustrated stories and share with an audience such as the class</li> <li>Retell stories orally or in writing</li> <li>Create a list of items necessary or activities that might take place in daily life in the culture studied</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>• Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Consult various sources, including periodicals, films, Television programs, or the internet, for information in the target language</li> <li>○ Share and discuss this information with classmates</li> <li>○ Share important newsworthy items about the cultures studied or the people who speak the language studied with the class</li> </ul> </li> <li>• Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Communicate on a personal level with speakers of the language studied (via e-mail, snail mail, or other means)</li> <li>○ Invite someone who uses the language or who works with people from the cultures studied to speak to the class</li> <li>○ Create a poster or write an article about a cultural issue or concern</li> </ul> </li> </ul> <p><b>Gain Knowledge and Understanding of Other Cultures</b></p> <ul style="list-style-type: none"> <li>• Beginning/Emerging Proficiency <ul style="list-style-type: none"> <li>○ Observe simple patterns of behavior in various settings</li> <li>○ Recognize and identify appropriate gestures and oral expressions for daily interactions</li> <li>○ Observe and identify products and symbols of the culture studies, such as flags, important sites, toys, dress, dwellings</li> <li>○ Experience songs, artwork, or children's literature from the cultures studied.</li> </ul> </li> <li>• Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Identify simple patterns of behavior in various settings, such as mealtimes and school life</li> <li>○ Use appropriate gestures and oral expressions when engaged in daily interactions with the teacher</li> <li>○ Identify and describe these cultural products and symbols</li> <li>○ Identify and create different types of artwork similar to those enjoyed or made by peer groups in the cultures studied</li> </ul> </li> <li>• Advancing (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Discuss simple patterns of behavior in these settings</li> <li>○ Use appropriate gestures and oral expressions when engaged in daily interactions with classmates</li> <li>○ Explain the meaning of cultural symbols and selected products</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Exchange this information about self, family and friends, and familiar objects with others, in and outside the class</li> <li>○ Prepare and share stories with a partner</li> <li>○ Tell stories based on experience or memory orally or in writing</li> <li>○ Use this list to create a scenario for a story about the daily life of someone who lives in the culture studied</li> </ul> </li> </ul> <p><b>Cultural Awareness Assessment</b></p> <ul style="list-style-type: none"> <li>• Beginning/Emerging Proficiency <ul style="list-style-type: none"> <li>○ Observe simple patterns of behavior in various settings</li> <li>○ Recognize and identify appropriate gestures and oral expressions for daily interactions</li> <li>○ Observe and identify products and symbols of the culture studied, such as flags, important sites, toys, dress, and dwellings</li> <li>○ Experience songs, artwork or children's literature from the culture studied</li> </ul> </li> <li>• Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Identify simple patterns of behavior in various settings, such as mealtimes and school life</li> <li>○ Use appropriate gestures and oral expressions when engaged in daily interactions with teacher</li> <li>○ Use appropriate gestures and oral expressions when engaged in daily interactions with teacher</li> <li>○ Identify and describe these cultural products and symbols</li> <li>○ Identify or create different types of artwork similar to those enjoyed or made by peer groups in the cultures studied</li> </ul> </li> <li>• Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Discuss simple patterns of behavior in these settings</li> <li>○ Use appropriate gestures and oral expressions when engaged in daily interactions with classmates</li> <li>○ Explain the meaning of cultural symbols and selected products</li> <li>○ Recognize simple themes, ideas, or perspectives of the culture studied when experiencing art, songs or literature</li> </ul> </li> </ul> <p><b>Connecting with Other Disciplines and Acquiring Information Assessment</b></p>
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<ul style="list-style-type: none"> <li>○ Recognize simple themes, ideas, or perspectives of the culture studied when experiencing art, songs, or literature</li> </ul>	<p><b>Interdisciplinary</b></p> <ul style="list-style-type: none"> <li>• Beginning/Emerging Proficiency <ul style="list-style-type: none"> <li>○ Use simple information learned in other subjects, such as numbers, color, or structural terms such as noun and verb, when studying a world language</li> <li>○ Use simple information from the language studied, such as cognates, word derivatives, and coined phrases, in the study of other subjects</li> <li>○ Identify countries where the target language is spoken</li> </ul> </li> <li>• Developing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Perform simple math problems in the language studies or identify nouns and verbs in sentences</li> <li>○ Use simple information from the language studied, such as cognates, word derivatives, and coined phrases, in the study of other subjects</li> <li>○ Locate these countries on a map and identify major geographical highlights</li> </ul> </li> <li>• Advancing Proficiency (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Make simple conversions (for example: temperatures, weights and measures)</li> <li>○ Use simple information from the language studied such as cognates, word derivatives, and coined phrases, in the study of other subjects</li> <li>○ Expand on geography, weather, and nature common to the areas being studied</li> </ul> </li> </ul>
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#### Resources for Instruction

**Textbook:** *Realidades A* published by Prentice Hall, 2004.

**Supporting Materials:**

*Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom* by Alice Kosnik.

*Breaking the Spanish Barrier* by John Conner.

*Improving Foreign Language Speaking through Formative Assessment* by Harry Tuttle and Alan Tuttle.

Spanish English Dictionary

Stephen Krashen's "Principles and Practice in Second Language Acquisition" DVD's Selena, La Quinceañera, Spanglish

**Internet Sites:**

<http://www.studyspanish.com/tutorial.htm>

<http://www.learnspanish.com/>

<http://spanish.about.com>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com>

<http://a4esl.org/>

[www.quizlet.com](http://www.quizlet.com)

[www.dragondictation.com](http://www.dragondictation.com)

<http://www.senorwooly.com>

<http://www.duolingo.com>  
<http://www.studyspanish.com/tutorial.htm>  
<http://www.learnspanish.com/>  
<http://spanish.about.com/>  
<http://www.onlinenewspapers.com/>  
<http://www.univision.com/portal.jhtml>  
<http://www.youtube.com> <http://a4esl.org/>  
[www.quizlet.com](http://www.quizlet.com)  
[www.dragondictation.com](http://www.dragondictation.com)

## VII. Spanish I (B) (Grade 7)

### Seventh Grade Spanish

#### Desired Results

**Established Goals:** *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Students will be able to use Spanish 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.

#### 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 and you with other content areas, compare the language and culture studied with their own, and participate in home and global.

##### 7.1.NM.A.4

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

##### 7.1.NM.A.02

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

##### 7.1.NM.A.04

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

##### 7.1.NM.A.05

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

##### 7.1.NM.B.01

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

##### 7.1.NM.B02

Give and follow simple oral and written directions, commands, and request when participating in age-appropriate classroom and cultural activities.

##### 7.1.NM.B.04

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

##### 7.1.NM.B.05

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.02

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

##### 7.1.NM.C.03

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

**7.1.NM.C.04**

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

**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.

**Understandings:**

***Students will understand that...***

- Communication in Spanish provides connections to others around the world.
- Present information, concepts or ideas to listeners or readers on a variety of topics
- In Spanish, an understanding of the products, practices, and perspectives of the Spanish culture and use of cultural knowledge for interpersonal, interpretive, and presentational communication is valuable in a global society.
- Information is useful from a variety of sources that are only available in one language.

***Cultural Connections for the Year:***

- Focusing on Chile/Puerto Rico/República Dominicana/ Texas/ Costa Rica/Argentina/ Florida/Peru/ Mexico/ Nicaragua/Panamá/ Guatemala/ El Salvador/ Honduras
- ¿Qué te gusta hacer? La vida escolar
- Liliana y la rata; Los hipos de la llama

**Grammar Review of and Instruction with:**

- the preterite of *-er* and *-ir* verbs
- the preterite of *ir*
- the personal *a*
- Nouns that end in *-io* and *-eo*
- The present tense of *decir*
- Indirect object pronouns
- The preterite of *hacer* and *dar*
- Nouns that end in *-dad*, *-tad*, *-ción*, and *-sión*
- *Acabar de* + infinitive
- *Gustar* and similar verbs
- The present tense of *pedir* and *servir*
- *Saber* and *conocer*

**Essential Questions:** *What questions will foster inquiry, understanding, and transfer learning?*

- Why do we do the things we do? How do young people's activities differ throughout the Americas? How are they the same?
- How does geography affect young people's lifestyles in Spanish-speaking America?
- How do sports and past times of young people compare within the Americas? How do our school schedules compare with those in Spanish-speaking countries?
- How can I share what I know about young people in Hispanic cultures outside the classroom?
- What are the similarities and differences between some of the meals that American families eat, in comparison to Spanish families in speaking country?
- What are some of the foods that the kids in the United States prefer to have over kids in Spanish speaking world?
- Why is it important to know food expressions when traveling to a Spanish speaking country?
- What are the similarities and differences in how leisure activities impact lifestyle in America with that of a Spanish speaking country?
- How does food teach you about a people, their country and their culture?
- What are the similarities and differences in where Spanish teens shop for food and what they eat?
- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?
- How do I present information, concepts and ideas in another language in a way that is understood?
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other discipline, and vice versa?
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use the information that would be

	<p>otherwise unavailable to me?</p> <ul style="list-style-type: none"> <li>How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?</li> </ul>
<p><b>Students will know/learn...</b></p> <p><i>What key knowledge and skills will students acquire as a result of this unit?</i></p> <p><i>What should they eventually be able to do as a result of such knowledge and skill?</i></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.</li> <li>In Spanish, present information, concepts, or ideas to listeners or readers on a variety of topics.</li> <li>In Spanish, understand and interpret spoken and written language on a variety of topics.</li> <li>In Spanish, engage in conversation and correspondence, provide and obtain information, express feelings and exchange information.</li> <li>Identify places to visit when they are not in school</li> <li>Identify what they do at places</li> <li>Identify who they go with to places</li> <li>Identify the frequency they go to places</li> <li>Ask questions using interrogative sentences</li> <li>Cultural aspects of spending time in a plaza, competing in sports, music</li> <li>Discuss in Spanish the details of a vacation destinations</li> <li>Identify appropriate methods of travel</li> <li>Compare and contrast methods of travel of the US and Spanish-speaking countries</li> <li>Talk about your bedroom</li> <li>Describe the items in a house; furniture, wall decorations and electronics</li> <li>Name the rooms in a house in Spanish</li> <li>Identify a household chore in Spanish</li> <li>Recite address in Spanish or provide a geographical landmark from a Spanish speaking country</li> <li>Give a command in Spanish</li> <li>Talk about computer and internet.</li> <li>Ask for something and to tell what something is used for.</li> <li>Talk about knowing people or knowing how to do things.</li> <li>Understand cultural perspectives on using technology.</li> <li>Explain how technology is altering user's adherence to pure Spanish</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>Beginning: <ul style="list-style-type: none"> <li><i>Vuestro [a]/s</i></li> <li><i>Vosotros</i></li> <li>Describe what has just happened <i>Acabar de + infinitive</i></li> <li>Recognize questions in controlled situations <i>¿Cuál[es]? ¿Adónde? ¿De dónde?</i></li> <li>Exchange lists of vocabulary concerning family, school, food, and leisure activities</li> <li>List professional that may need a second language to communicate with others</li> <li>Recognize or experience age-appropriate media that have cultural ties to the countries studied</li> </ul> </li> <li>Emerging: (All of the above, in addition to...) <ul style="list-style-type: none"> <li>Recognize and produce the <b>present tense</b> in controlled situations [<i>'go' verbs: venir, hacer, traer, poner, salir, tener</i> [<i>e&gt;ie: preferir, querer, pensar</i>] [<i>o&gt;ue: poder, contar, costar, dormir</i>] [<i>e&gt;I verbs: decir, pedir, servir</i>]</li> <li>Describe daily routine using selected <i>reflexive verbs</i> and the <i>time</i> or <i>time of day</i></li> <li>Recognize and produce descriptions using high-frequency vocabulary and selected expressions used with <i>estar, ser</i> and <i>tener</i></li> </ul> </li> </ul>	

- Recognize and use descriptions to indicate present, past and future events: *hoy, ahora, mañana, ayer, anoche...*
- Understand and describe location *A la izquierda de, a la derecha de, cerca de, lejos de, entre, al lado de, enfrente de, detrás de, delante de, encima de, debajo de*
- Describe possession using *de*
- *Nuestro [a]/s*
- Describe what is going to happen, needs to happen, or what you want to prefer to do using infinitive constructions: *ir a; tener que; necesitar querer; preferir*
- Describe what you like or love [*me gustan, me encantan*]
- Recognize and answer questions in controlled situations ¿Cómo? ¿Cuándo? ¿Cuánto[s]? ¿A qué hora?
- Recognize and use selected structural concepts including contractions [*al, del*]
- Recognize and produce numbers: 0-1000+
- Describe past events using high-frequency activities as the focus [*yo-tú-él-ella-Usted*]
- Understand and respond in controlled situations to ¿Qué hiciste? ¿Adónde fuiste?
- Exchange information about family, school, food, and leisure activities in oral or written form in the Spanish language
- Identify professions that may need a second language in order to communicate with others
- Identify cultural or language ties to popular age-appropriate media, such as songs, films, and games
- **Developing**
  - Discuss family, school, food, and leisure activities in the Spanish language in oral or written form
  - Identify members of the local professional community who may use the Spanish language in their daily business
  - Use various age-appropriate media from the Spanish language or culture for enjoyment or entertainment
- **Developing:**
  - Understand and use the **present tense** using high frequency verbs, including *ser, estar, tener, ir, “hay”*
  - Understand and use description to embellish communication [*selected adjectives, adverbs, possession*]
  - Understand and use the concepts of number and gender when describing [*nouns, articles, adjectives, possessive adjectives*]
  - Refer to people and things previously mentioned using subject pronouns
  - Describe what you like or love [*me gusta, me encanta*]
  - Ask and answer questions using ¿Quién? ¿Qué? ¿Dónde? ¿Por qué? ¿Qué hora?
  - Use and understand numbers: 0-100

#### Assessment Evidence

**Performance Tasks:** *Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performance of understandings be judged?*

- Pronounce and use the vocabulary correctly.
- Show verbal or non-verbal indications of comprehension.
- Identifying properly likes and dislikes based on the scenario.
- Short conversation with another classmate and to use the proper conjugation of the ending verbs -ER-IR in the present tense.
- To be independently engaged in Spanish activities.
- Have a clear concept of the prepo
- Able state basic information about their school schedule and their favorite classes.
- Visual recognition of some gestures in Spanish that

**Other Evidence:** *Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?*

#### **Communication**

#### **Communicate in Languages Other Than English** **Interpersonal Assessment:**

- **Beginning**
  - Use common greetings but show difficulty exchanging basic information
  - Understand simple instructions and commands, but show difficulty in giving commands and instructions to others
  - Describe people and things using a repetition of basic vocabulary
  - Describe simple activities
  - Express likes and dislikes

represent words.

## **Cultures**

### **Gain Knowledge and Understanding of Other Cultures**

- Beginning
  - Identify patterns of behaviors of peers in Readington
  - Cannot identify authentic products produced or found in the Spanish culture
  - Does not complete tasks required to study the art, literature, music, dance, etc. of the Spanish culture
- Emerging (All of the above, in addition to...)
  - Observe and identify patterns of behavior or interaction typical of young teenagers in the Spanish culture
  - Identify authentic products, such as food, homes, clothing, and games, produced or found in the Spanish culture
  - Experience or read about art, literature, music, dance, etc. from the Spanish culture
- Developing (All of the above, in addition to...)
  - Compare and contrast patterns of behavior or interaction typical of young teenagers in the Spanish culture
  - Create an advertisement for or critique of a product unique to the Spanish culture
  - Describe the significance of certain forms of art, literature, music, dance, etc. from the Spanish culture
- Advancing (All of the above, in addition to...)
  - Discuss patterns of behavior or interaction typical of young teenagers in the Spanish culture
  - Discuss the significance of authentic products produced or found in the Spanish culture
  - Discuss or create an example of the art, literature, or music typical of the Spanish culture

## **Connections**

### **Connect with Other Disciplines and Acquire Information**

#### **Interdisciplinary:**

- Beginning
  - Respond to simple questions about weather
  - Count in the Spanish language
  - Identify simple cognates found in the Spanish language
  - List foods and beverages that are part of the American diet
- Emerging (All of the above, in addition to...)
  - Identify geographical and weather conditions
  - Identify conversation of common weights and

- Emerging
  - Exchange greetings and basic information with others
  - Give and follow simple classroom instructions
  - Describe people, places, and possessions
  - Exchange information about favorite activities
  - Express preferences as well as likes and dislikes
- Developing (All of the above, in addition to...)
  - Exchange information about current routines, experiences, and upcoming events
  - Give and follow simple directions in authentic situations
  - Purchase goods in authentic situations within the classroom
  - Work collaboratively to plan an activity to be carried out in the target language
  - Exchange information about preferences and opinions
- Advancing (All of the above, in addition to...)
  - Exchange information about experiences from their recent past
  - Give and follow directions to travel from one place to another and ask questions for clarification
  - Request information in order to make an informed decision
  - Evaluate team effort and identify ways to improve communication in Spanish
  - Exchange thoughts or opinions about people, activities and events in their personal lives

#### **Interpretive Assessment:**

- Beginning
  - Show an understanding of some of what is heard or read
  - Rely on verbal and non-verbal cues to react and respond to written and auditory passages
- Emerging (All of the above, in addition to...)
  - Identify people and objects in their environments based on descriptions heard or read by a familiar voice
  - Restate what has been heard or read
- Developing (All of the above, in addition to...)
  - Identify main characters and ideas in written or auditory passages
  - Respond to subjective questions about the

<p>measures associated with students' everyday life</p> <ul style="list-style-type: none"> <li>○ Identify cognates in passages read and heard</li> <li>○ List foods, beverages, dishes that are common in the Spanish culture</li> </ul> <ul style="list-style-type: none"> <li>● Developing (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Connect knowledge of geography and weather to the countries studied in this course</li> <li>○ Make simple conversions in temperatures, weights and measures, and monetary systems</li> <li>○ Show an understanding of cognates and their importance in the Spanish language</li> <li>○ Compare and contrast eating habits of the Spanish culture and one's own</li> </ul> </li> <li>● Advancing (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Explain the importance of geography and weather with regard to the Spanish culture and traditions practiced</li> <li>○ Create an authentic situation where the monetary system studied is exchanged for goods or services</li> <li>○ Explain the meaning of cognates and why they have become a part of our language or the Spanish language</li> <li>○ Discuss healthy eating and life styles</li> </ul> </li> </ul> <p><b>Intradisciplinary:</b></p> <ul style="list-style-type: none"> <li>● Beginning <ul style="list-style-type: none"> <li>○ Use teacher generated materials and classroom resources</li> <li>○ Observe teacher or peers search for information about the Spanish language and culture</li> </ul> </li> <li>● Emerging (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Use multiple, age-appropriate resources to access and use information about the Spanish language and culture</li> <li>○ Show skills necessary to search independently for information on the Internet about the Spanish language and culture</li> </ul> </li> <li>● Advancing (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Use multiple age-appropriate media resources to expand their understanding of the Spanish language and integrate it with their existing knowledge</li> <li>○ Use the Internet to obtain information for activities and reports completed inside and outside of the classroom</li> </ul> </li> </ul> <p><b>Develop Insight into the Nature of Language and Culture</b></p> <ul style="list-style-type: none"> <li>● Beginning (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Show a recognition of idiomatic expressions</li> <li>○ Show an awareness of classroom and teacher-</li> </ul> </li> </ul>	<p>passage heard or read</p> <ul style="list-style-type: none"> <li>● Advancing (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Identify significant details written and auditory passages</li> <li>○ Respond to objective questions about the passage</li> </ul> </li> </ul> <p><b>Presentational Assessment:</b></p> <ul style="list-style-type: none"> <li>● Beginning <ul style="list-style-type: none"> <li>○ List words heard or read in a story</li> <li>○ Participate in a collaborative process to illustrate a story</li> <li>○ Describe a photo, picture, or story picture using lists</li> <li>○ List daily activities and chores at home and at school</li> </ul> </li> <li>● Emerging (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Retell a story learned in class</li> <li>○ Work collaboratively to illustrate a story with a partner or team</li> <li>○ Describe a photo, picture, or picture story using familiar words and expressions</li> <li>○ Describe daily activities and chores at home and at school</li> </ul> </li> <li>● Developing (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Tell or retell an original story incorporating familiar words and expressions studies in class</li> <li>○ Work collaboratively to create an original story for the enjoyment of classmates</li> <li>○ Write and exchange messages that give information about self, family, and familiar situations</li> <li>○ Keep a journal of daily activities and routines</li> </ul> </li> <li>● Advancing (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Discuss cultural inferences found in the story created</li> <li>○ Create and present an original story to the class using technology to enhance the presentation</li> <li>○ Write or record messages to exchange with native speakers</li> <li>○ Keep a journal describing activities during the previous week-end or vacation</li> </ul> </li> </ul>
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<p>generated resources that highlight multicultural themes and characters</p> <ul style="list-style-type: none"> <li>○ Participate in a collaborative group storytelling</li> <li>○ Show difficulty in differentiating sounds unique to the Spanish language</li> </ul> <ul style="list-style-type: none"> <li>● Emerging (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Identify and use some common idiomatic expressions studied</li> <li>○ Use classroom and teacher-generated resources that highlight multicultural themes and characters</li> <li>○ Use oral and written language to construct original stories alone or in groups</li> <li>○ Report similarities and differences in the writing and sound systems of their own language and Spanish language</li> </ul> </li> <li>● Developing (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Identify, use, and rephrase idiomatic expressions in the Spanish language</li> <li>○ Access and use printed material that includes multicultural themes and character in fiction and nonfiction readings</li> <li>○ Use oral and written language to construct original stories based on fact or fiction</li> <li>○ Demonstrate an awareness that languages have critical written and sound distinctions</li> </ul> </li> <li>● Advancing (All of the above, in addition to...) <ul style="list-style-type: none"> <li>○ Show an understanding of how idiomatic expressions affect communication and culture</li> <li>○ Independently access printed material that includes multicultural themes and character in fiction and nonfictions readings</li> <li>○ Use oral and written language to relate to their own experiences and construct their own stories</li> <li>○ Demonstrate an awareness that these distinctions must be mastered in order to effectively communicate in the language being studied</li> </ul> </li> </ul>	
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#### Resources for Instruction

**Textbooks:** *Realidades B* published by Prentice Hall, 2004.

**Supporting Materials:**

*Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom* by Alice Kosnik.

*Breaking the Spanish Barrier* by John Conner.

*Improving Foreign Language Speaking through Formative Assessment* by Harry Tuttle and Alan Tuttle.

Spanish English Dictionary

Stephen Krashen's "Principles and Practice in Second Language Acquisition" DVD's Selena, La Quinceañera, Spanglish

**Internet Sites:**

<http://www.studyspanish.com/tutorial.htm>

<http://www.learnspanish.com/>

<http://spanish.about.com>

<http://www.onlinenewspapers.com/>  
<http://www.univision.com/portal.jhtml>  
<http://www.youtube.com>  
<http://a4esl.org/>  
[www.quizlet.com](http://www.quizlet.com)  
[www.dragondictation.com](http://www.dragondictation.com)

## VIII. Spanish II (Grade 8)

### Eighth Grade Spanish

#### Desired Results

**Established Goals:** *What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?*

Students will be able to use Spanish 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.

**Goals are for students who studied Spanish throughout elementary grades and remained in Spanish for grades 6 and 7.)**

#### 7.1.IL.A.1

Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.

#### 7.1.IL.A.2

Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

#### 7.1.IL.A.3

Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the Spanish culture and in one's own culture.

#### 7.1.IL.A.4

Use the Spanish language to describe people, places, objects, and daily activities learned about/through oral or written descriptions.

#### 7.1.IL.A.5

Demonstrate comprehension of conversations written information on a variety of topics.

#### 7.1.IL.A.7

Infer the meaning of a few unfamiliar words in some new contexts.

#### 7.1.IL.A.8

Compare and contrast unique linguistic elements in English and Spanish.

#### 7.1.IL.B.1

Use digital tools to participate in short conversations and to exchange information related to targeted themes.

#### 7.1.IL.B.2

Give and follow a series of oral and written directions, commands, and requests for participation in age-and level- appropriate classroom and cultural activities.

#### 7.1.IL.B.3

Use appropriate gestures, intonation, and common idiomatic expressions of the Spanish language in familiar situations.

#### 7.1.IL.B.4

Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

#### 7.1.IL.B.5

Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

**Goals are for students who did not have Spanish throughout elementary school or just switched to Spanish in grade 6 or 7)**

**7.1.NH.A.1**

Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.

**7.1.NH.A.2**

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

**7.1.NH.A.3**

Recognize some common gestures and cultural practices associated with the Spanish language.

**7.1.NH.A.4**

Identify people, places, objects, and activities in daily life based on oral or written directions.

**7.1.NH.A.5**

Demonstrate comprehension of short conversations and brief written messages on written topics.

**7.1.NH.A.7**

Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.

**7.1.NH.A.8**

Identify some unique linguistic elements in English and the Spanish language.

**7.1.NH.B.1**

Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

**7.1.NH.B.2**

Give and follow a series of oral and written directions, commands, and requests for participating in age-and level- appropriate classroom and cultural activities.

**7.1.NH.B.3**

Imitate appropriate gestures, intonation, and common idiomatic expressions of the Spanish language and culture during daily interactions.

**7.1.NH.B.4**

Ask and respond to questions, make requests, and express preferences in various social situations.

**7.1.NH.B.5**

Converse on a variety of familiar topics/and or topics studied in other content areas.

**7.1.NM.A.1**

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information or other 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 Spanish culture.

**7.1.NM.A.4**

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

**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 cultures/language during greetings, leave-takings, and daily interactions.

**7.1.NM.B.4**

Ask and respond to simple questions, make request, 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.

**Understandings:** *(What are the big ideas?)*

*What specific understandings about the big ideas are desired in this unit?*

*What misunderstandings are predictable?*

- Communication in Spanish provides connections to others around the world.
- Information, concepts or ideas are presented to listeners or readers on a variety of topics in the Spanish language
- In Spanish, an understanding of the products, practices, and perspectives of the Spanish culture and use of cultural knowledge for interpersonal, interpretive, and presentational communication is valuable in a global society.
- Information is useful from a variety of sources that are only available in one language.

**Essential Questions:** *What questions will foster inquiry, understanding, and transfer learning?*

Communication: Where did you go; what did you do; who were you with? How do we do the things we do?

Cultures: What are your responsibilities at home like and how might they be different in a Spanish-speaking country? How do young people's activities differ throughout the Americas? How are they the same?

Connections: How are traditional celebrations universal across cultures? How does geography affect young people's lifestyles in Spanish-speaking America?

Comparisons: How do your life and surroundings compare with those of the countries studied this year? How do sports and past-times of young people compare within the Americas? How do our school schedules compare with those in Spanish-speaking countries?

Communities: How can you stay connected to what is happening in Spanish speaking countries? How can I share what I know about young people in Hispanic countries outside of the classroom?

**Students will know/learn...** *What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?*

- Demonstrate an understanding of the products, practices, and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.
- In Spanish, present information, concepts, or ideas to listeners or readers on a variety of topics.
- In Spanish, understand and interpret spoken and written language on a variety of topics.
- In Spanish, engage in conversation and correspondence, provide and obtain information, express feelings and exchange information.
- Use adjectives with *ser* correctly and confidently
- Use regular verbs in the present tense correctly and confidently
- Use infinitive constructions correctly and confidently
- Use possessive adjectives and possession with *de* correctly and confidently
- Use *gustar* correctly and confidently
- Use interrogatives correctly and confidently
- Use regular verbs; *ir, hacer, dormir, dar*
- Describe and/or critique clothing
- Role-play clothes shopping
- Investigate traditional clothing of Spanish-speaking countries
- Employ larger numbers to talk about prices
- Compare currencies of Spanish-speaking countries
- Compare items of clothing with regard to the location of the speaker
- Defend preferences & choices in shopping
- Can describe their bedroom using adjectives.
- Can talk about their most valuable possessions.
- Can compare qualities of people and thing using the comparative form and superlative form.
- Can understand cultural perspectives on homes in Spanish countries.

- Can use the verbs *Poder* and *Dormir* along with their conjugations.
- Can describe and identify location of items using the prepositions.
- Can describe and identify the rooms of the house and the location.
- Can speak in the target language using the household chores.
- Can tell someone what to do, using the affirmative “*Tú*” commands.
- Can illustrate what is happening in the moment using the Present Progressive Tense of the verbs.

***Students will be able to answer/respond to:***

- Where do you live and who lives with you?
- How can families and home life differ from one community to another?
- What chores do you and your family share and why do you have to do these chores?
- Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
- Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.
- Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

**Grammar Review of and Instruction with:**

Adjectives with *ser*;

Regular verbs in the present tense;

Infinitive constructions;

Possessive adjectives and possession with *de*;

*Gustar*;

Interrogatives

Review and expansion of Pretérito [regular verbs, *ir*, *hacer*, *dormir*, *dar*]

Introduction of Present progressive

Giving directions to someone you know and understanding directions [informal commands];

Beginning awareness of formal commands;

Review and expansion of prepositions

Continued practice of Pretérito, including an introduction of *-car*, *-gar*, *-zar*

verbs *Saber* [in infinitive constructions]

Irregular pretérito [*decir*, *estar*, *tener*, *leer*, *poner*, *traer*, *venir*, *ver*]

Imperfecto

***Students will be able to...***

- Beginning:
  - *Vuestro* [a]/s
  - *Vosotros*
  - Describe what has just happened *Acabar de + infinitive*
  - Recognize questions in controlled situations *¿Cuál[es]? ¿Adónde? ¿De dónde?*
  - Exchange lists of vocabulary concerning family, school, food, and leisure activities
  - List professional that may need a second language to communicate with others
  - Recognize or experience age-appropriate media that have cultural ties to the countries studied
  - Give directions to someone you know and understand directions [informal commands]
  - Have a beginning awareness of formal commands
  - Expand prepositional usage
  - Recognize and understand ongoing events in the past in selected passages: *imperfect*, *preterito*, *futuro*
  - Refer to people other than the subject of a sentence: *personal a*
  - Refer to multiple people or things mentioned previously using direct and indirect object pronouns

- Recognize reference to specific objects and people *demonstrative pronouns*
- Recognize references to people and objects previously mentioned by using selected direct and indirect object pronouns
- Clarify duration and time span of past events *hace + preterito*
- Emerging: (All of the above, in addition to...)
  - Recognize and produce the **present tense** in controlled situations [*'go' verbs: venir, hacer, traer, poner, salir, tener*] [*e>ie: preferir, querer, pensar*] [*o>ue: poder, contar, costar, dormir*] [*e>I verbs: decir, pedir, servir*]
  - Describe daily routine using selected *reflexive verbs* and the *time* or *time of day*
  - Recognize and produce descriptions using high-frequency vocabulary and selected expressions used with *estar, ser* and *tener*
  - Recognize and use descriptions to indicate present, past and future events: *hoy, ahora, mañana, ayer, anoche...*
  - Understand and describe location *A la izquierda de, a la derecha de, cerca de, lejos de, entre, al lado de, enfrente de, detrás de, delante de, encima de, debajo de*
  - Describe possession using *de*
  - *Nuestro [a]/s*
  - Describe what is going to happen, needs to happen, or what you want to prefer to do using infinitive constructions: *ir a; tener que; necesitar querer; preferir*
  - Describe what you like or love [*me gustan, me encantan*]
  - Recognize and answer questions in controlled situations ¿Cómo? ¿Cuándo? ¿Cuánto[s]? ¿A qué hora?
  - Recognize and use selected structural concepts including contractions [*al, del*]
  - Recognize and produce numbers: 0-1000+
  - Recognize and understand ongoing events in the past in selected passages: *imperfect, preterito, futuro*
  - Refer to people other than the subject of a sentence: *personal a*
  - Refer to multiple people or things mentioned previously using direct and indirect object pronouns
  - Recognize reference to specific objects and people *demonstrative pronouns*
  - Recognize references to people and objects previously mentioned by using selected direct and indirect object pronouns
  - Clarify duration and time span of past events *hace + preterito*
  - Describe past events using high-frequency activities as the focus [*yo-tú-él-ella-Usted*]
  - Understand and respond in controlled situations to *¿Qué hiciste? ¿Adónde fuiste?*
  - Exchange information about family, school, food, and leisure activities in oral or written form in the Spanish language
  - Identify professions that may need a second language in order to communicate with others
  - Identify cultural or language ties to popular age-appropriate media, such as songs, films, and games
- Developing (All of the above, in addition to...)
  - Discuss family, school, food, and leisure activities in the Spanish language in oral or written form
  - Identify members of the local professional community who may use the Spanish language in their daily business
  - Use various age-appropriate media from the Spanish language or culture for enjoyment or entertainment
  - Developing:
    - Understand and use the **present tense** using high frequency verbs, including *ser, estar, tener, ir, "hay"*
    - Understand and use description to embellish communication [*selected adjectives, adverbs, possession*]
    - Understand and use the concepts of number and gender when describing [*nouns, articles, adjectives, possessive adjectives*]
    - Refer to people and things previously mentioned using subject pronouns
    - Describe what you like or love [*me gusta, me encanta*]
    - Ask and answer questions using ¿Quién? ¿Qué? ¿Dónde? ¿Por qué? ¿Qué hora?
    - Use and understand numbers: 0-1000+
    - Understand and produce information about ongoing experiences and events in the present: *presente progresivo*
    - Recognize, understand, and produce certain grammatical structures unique to the Spanish language in order to give detailed information: verbs followed by prepositions + infinitive: *Salir a/de/para; llegar a/de; entrar en; venir*

<p><i>de</i></p> <ul style="list-style-type: none"> <li>Recognize and refer to people or things mentioned previously using direct and indirect object pronouns</li> <li>Recognize and produce details of a situation or story by using culturally appropriate structures; <i>ser/estar</i>; <i>saber/conocer</i>; <i>al; del</i></li> <li>Tell an adult or stranger to do [or not do] something in certain situations <i>Affirmative and negative formal commands</i> [regular] [some irregular forms]</li> <li>Understand and produce description to embellish communicative skills: short form of adjectives- <i>buen, mal, gran</i>; demonstrative adjectives; possessive pronouns; ordinal numbers</li> <li>Refer to specific objects and people: demonstrative adjectives</li> <li>Discuss a variety of weather conditions: <i>hace/hay</i></li> <li>Prepositional pronouns <i>Para mí, ti, etc.</i></li> <li>Clarify duration and time span: <i>hace + presente</i></li> </ul> <p>Advancing (All of the above, in addition to...)</p> <ul style="list-style-type: none"> <li>Utilize <i>-car, -gar, -zar</i> verbs</li> <li>Utilize <i>saber</i> [in infinitive constructions]</li> <li>Begin to use <i>Preterito</i></li> <li>Begin to utilize <i>pretérito</i> with <i>decir, estar, tener, leer, poner, traer, venir, ver</i></li> <li>Understand and communicate about personal experiences and events in the present, past, future, and also what just happened: <i>presente, pretérito, futuro falso, acabar de</i></li> <li>Understand and communicate using linguistically appropriate structures using infinitives: <i>ir a / tener que / tener ganas de / querer / necesitar / desear / deber / saber / etc.</i></li> <li>Discuss daily routine in a variety of timelines: <i>reflexive construction used in simple and infinitive verb constructions</i></li> <li>Ask for and give information: <i>interrogatives</i></li> <li>Clarify location and direction: <b>prepositions</b> [<i>cerca de/ lejos de; enfrente de/ delante de/ detrás de; etc.</i>]</li> <li>Tell someone familiar to do [or not to do] something in certain situations; <i>Affirmative and negative informal commands</i> [regular]</li> <li>Understand and use description to embellish communicative skills: <i>adverbs of quantity, frequency and time; possessive adjectives and possession with 'de'</i></li> <li>Communicate using culturally appropriate idioms: <i>tener años, sed, hambre, frío, calor, miedo, etc.</i></li> <li>Express likes and dislikes using appropriate structures: <i>me/te/le/les gusta[n]/encanta[n]/etc.</i></li> <li>Compare and contrast <i>más, menos, tan – tanto</i></li> </ul>	
Assessment Evidence	
<p><b>Performance Tasks:</b> <i>Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performance of understandings be judged?</i></p> <ul style="list-style-type: none"> <li>Pronounce and use the vocabulary correctly.</li> <li>Show verbal or non-verbal indications of comprehension.</li> <li>Identifying properly likes and dislikes based on the scenario.</li> <li>Short conversation with another classmate and to use the proper conjugation of the ending verbs -ER-IR in the present tense.</li> <li>To be independently engaged in Spanish activities.</li> <li>Have a clear concept of the prepo</li> <li>Able state basic information about their school schedule and their favorite classes.</li> <li>Visual recognition of some gestures in Spanish that represent words.</li> </ul> <p><b>Cultures</b></p>	<p><b>Other Evidence:</b> <i>Through what evidence (e.g., quizzes, tests, academic prompts, observations, projects) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?</i></p> <p><b>Communication</b></p> <p><b>Communicate in Languages Other Than English</b></p> <p><b>Interpersonal Assessment:</b></p> <ul style="list-style-type: none"> <li>Beginning <ul style="list-style-type: none"> <li>Use common greetings but show difficulty exchanging basic information</li> <li>Understand simple instructions and commands, but show difficulty in giving commands and instructions to others</li> <li>Describe people and things using a repetition of basic vocabulary</li> <li>Describe simple activities</li> <li>Express likes and dislikes</li> </ul> </li> <li>Emerging <ul style="list-style-type: none"> <li>Exchange greetings and basic information</li> </ul> </li> </ul>

<p><b>Gain Knowledge and Understanding of Other Cultures</b></p> <ul style="list-style-type: none"> <li>Beginning <ul style="list-style-type: none"> <li>Identify patterns of behaviors of peers in Readington</li> <li>Cannot identify authentic products produced or found in the Spanish culture</li> <li>Does not complete tasks required to study the art, literature, music, dance, etc. of the Spanish culture</li> </ul> </li> <li>Emerging <ul style="list-style-type: none"> <li>Observe and identify patterns of behavior or interaction typical of young teenagers in the Spanish culture</li> <li>Identify authentic products, such as food, homes, clothing, and games, produced or found in the Spanish culture</li> <li>Experience or read about art, literature, music, dance, etc. from the Spanish culture</li> </ul> </li> <li>Developing <ul style="list-style-type: none"> <li>Compare and contrast patterns of behavior or interaction typical of young teenagers in the Spanish culture</li> <li>Create an advertisement for or critique of a product unique to the Spanish culture</li> <li>Describe the significance of certain forms of art, literature, music, dance, etc. from the Spanish culture</li> </ul> </li> <li>Advancing <ul style="list-style-type: none"> <li>Discuss patterns of behavior or interaction typical of young teenagers in the Spanish culture</li> <li>Discuss the significance of authentic products produced or found in the Spanish culture</li> <li>Discuss or create an example of the art, literature, or music typical of the Spanish culture</li> </ul> </li> </ul> <p><b>Connections</b>  <b>Connect with Other Disciplines and Acquire Information</b>  <b>Interdisciplinary:</b></p> <ul style="list-style-type: none"> <li>Beginning <ul style="list-style-type: none"> <li>Respond to simple questions about weather</li> <li>Count in the Spanish language</li> <li>Identify simple cognates found in the Spanish language</li> <li>List foods and beverages that are part of the American diet</li> </ul> </li> <li>Emerging <ul style="list-style-type: none"> <li>Identify geographical and weather conditions</li> <li>Identify conversation of common weights and measures associated with students' everyday life</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>with others <ul style="list-style-type: none"> <li>Give and follow simple classroom instructions</li> <li>Describe people, places, and possessions</li> <li>Exchange information about favorite activities</li> <li>Express preferences as well as likes and dislikes</li> </ul> </li> <li>Developing <ul style="list-style-type: none"> <li>Exchange information about current routines, experiences, and upcoming events</li> <li>Give and follow simple directions in authentic situations</li> <li>Purchase goods in authentic situations within the classroom</li> <li>Work collaboratively to plan an activity to be carried out in the target language</li> <li>Exchange information about preferences and opinions</li> </ul> </li> <li>Advancing <ul style="list-style-type: none"> <li>Exchange information about experiences from their recent past</li> <li>Give and follow directions to travel from one place to another and ask questions for clarification</li> <li>Request information in order to make an informed decision</li> <li>Evaluate team effort and identify ways to improve communication in Spanish</li> <li>Exchange thoughts or opinions about people, activities and events in their personal lives</li> </ul> </li> </ul> <p><b>Interpretive Assessment:</b></p> <ul style="list-style-type: none"> <li>Beginning <ul style="list-style-type: none"> <li>Show an understanding of some of what is heard or read</li> <li>Rely on verbal and non-verbal cues to react and respond to written and auditory passages</li> </ul> </li> <li>Emerging <ul style="list-style-type: none"> <li>Identify people and objects in their environments based on descriptions heard or read by a familiar voice</li> <li>Restate what has been heard or read</li> </ul> </li> <li>Developing <ul style="list-style-type: none"> <li>Identify main characters and ideas in written or auditory passages</li> <li>Respond to subjective questions about the passage heard or read</li> </ul> </li> <li>Advancing</li> </ul>
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<ul style="list-style-type: none"> <li>○ Identify cognates in passages read and heard</li> <li>○ List foods, beverages, dishes that are common in the Spanish culture</li> <li>● Developing <ul style="list-style-type: none"> <li>○ Connect knowledge of geography and weather to the countries studied in this course</li> <li>○ Make simple conversions in temperatures, weights and measures, and monetary systems</li> <li>○ Show an understanding of cognates and their importance in the Spanish language</li> <li>○ Compare and contrast eating habits of the Spanish culture and one's own</li> </ul> </li> <li>● Advancing <ul style="list-style-type: none"> <li>○ Explain the importance of geography and weather with regard to the Spanish culture and traditions practiced</li> <li>○ Create an authentic situation where the monetary system studied is exchanged for goods or services</li> <li>○ Explain the meaning of cognates and why they have become a part of our language or the Spanish language</li> <li>○ Discuss healthy eating and life styles</li> </ul> </li> </ul> <p><b>Intradisciplinary:</b></p> <ul style="list-style-type: none"> <li>● Beginning <ul style="list-style-type: none"> <li>○ Use teacher generated materials and classroom resources</li> <li>○ Observe teacher or peers search for information about the Spanish language and culture</li> </ul> </li> <li>● Emerging <ul style="list-style-type: none"> <li>○ Use multiple, age-appropriate resources to access and use information about the Spanish language and culture</li> <li>○ Show skills necessary to search independently for information on the Internet about the Spanish language and culture</li> </ul> </li> <li>● Advancing <ul style="list-style-type: none"> <li>○ Use multiple age-appropriate media resources to expand their understanding of the Spanish language and integrate it with their existing knowledge</li> <li>○ Use the Internet to obtain information for activities and reports completed inside and outside of the classroom</li> </ul> </li> </ul> <p><b>Develop Insight into the Nature of Language and Culture</b></p> <ul style="list-style-type: none"> <li>● Beginning <ul style="list-style-type: none"> <li>○ Show a recognition of idiomatic expressions</li> <li>○ Show an awareness of classroom and teacher-generated resources that highlight multicultural themes and characters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Identify significant details written and auditory passages</li> <li>○ Respond to objective questions about the passage</li> </ul> <p><b>Presentational Assessment:</b></p> <ul style="list-style-type: none"> <li>● Beginning <ul style="list-style-type: none"> <li>○ List words heard or read in a story</li> <li>○ Participate in a collaborative process to illustrate a story</li> <li>○ Describe a photo, picture, or story picture using lists</li> <li>○ List daily activities and chores at home and at school</li> </ul> </li> <li>● Emerging <ul style="list-style-type: none"> <li>○ Retell a story learned in class</li> <li>○ Work collaboratively to illustrate a story with a partner or team</li> <li>○ Describe a photo, picture, or picture story using familiar words and expressions</li> <li>○ Describe daily activities and chores at home and at school</li> </ul> </li> <li>● Developing <ul style="list-style-type: none"> <li>○ Tell or retell an original story incorporating familiar words and expressions studies in class</li> <li>○ Work collaboratively to create an original story for the enjoyment of classmates</li> <li>○ Write and exchange messages that give information about self, family, and familiar situations</li> <li>○ Keep a journal of daily activities and routines</li> </ul> </li> <li>● Advancing <ul style="list-style-type: none"> <li>○ Discuss cultural inferences found in the story created</li> <li>○ Create and present an original story to the class using technology to enhance the presentation</li> <li>○ Write or record messages to exchange with native speakers</li> <li>○ Keep a journal describing activities during the previous week-end or vacation</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>○ Participate in a collaborative group storytelling</li> <li>○ Show difficulty in differentiating sounds unique to the Spanish language</li> <li>● Emerging <ul style="list-style-type: none"> <li>○ Identify and use some common idiomatic expressions studied</li> <li>○ Use classroom and teacher-generated resources that highlight multicultural themes and characters</li> <li>○ Use oral and written language to construct original stories alone or in groups</li> <li>○ Report similarities and differences in the writing and sound systems of their own language and Spanish language</li> </ul> </li> <li>● Developing <ul style="list-style-type: none"> <li>○ Identify, use, and rephrase idiomatic expressions in the Spanish language</li> <li>○ Access and use printed material that includes multicultural themes and character in fiction and nonfiction readings</li> <li>○ Use oral and written language to construct original stories based on fact or fiction</li> <li>○ Demonstrate an awareness that languages have critical written and sound distinctions</li> </ul> </li> <li>● Advancing <ul style="list-style-type: none"> <li>○ Show an understanding of how idiomatic expressions affect communication and culture</li> <li>○ Independently access printed material that includes multicultural themes and character in fiction and nonfictions readings</li> <li>○ Use oral and written language to relate to their own experiences and construct their own stories</li> <li>○ Demonstrate an awareness that these distinctions must be mastered in order to effectively communicate in the language being studied</li> </ul> </li> </ul>	
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#### Resources

**Textbooks:** *Realidades A* and *Realidades AB* published by Prentice Hall, 2004.

**Supporting Materials:**

*Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom* by Alice Kosnik.

*Breaking the Spanish Barrier* by John Conner.

*Improving Foreign Language Speaking through Formative Assessment* by Harry Tuttle and Alan Tuttle.

Spanish English Dictionary

Stephen Krashen's "Principles and Practice in Second Language Acquisition" DVD's Selena, La Quinceañera, Spanglish

**Internet Sites:**

[www.elperiodico.com](http://www.elperiodico.com) Used when studying Guatemala [Patricia va a California]

<http://www.spaleon.com> A verb-training website <http://www.quia.com/shared> You can find many activities shared by teachers from everywhere

<http://www.antena3.com/a3noticias/> Articles on and photographs of current news items

<http://www.telemundo47.com/index.html> Articles on and photographs of current news items

<http://es.noticias.yahoo.com/videos-espana/videos-audio.html> Video clips on a variety of current topics