

# Spanish 1 Curriculum

Content Area: **World Languages**  
Course(s): **Spanish 1**  
Time Period: **Sample Time Period**  
Length: **Sample length**  
Status: **Awaiting Review**

## Title Page, Table of Contents, Statement of purpose

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### Title Page:

Spanish 1 Curriculum

5 credit course/Full Year

### Table of Contents:

Unit 1 Introducing Oneself

Unit 2 Describing Oneself

Unit 3 My Family & My Home

Unit 4 In School and After School

Unit 5 At the Cafe

Unit 6 Sports

Unit 7 Activities, Likes and Dislikes

Unit 8 Health and Wellbeing

Unit 9 Vacations

### Statement of Purpose:

This program's purpose is to equip students with necessary knowledge, skills and attitudes in order to participate successfully in the 21st century, embrace multiculturalism and diversity including the acquisition of the Spanish language in the three modes of communication: interpretive, presentational and interpersonal. This course will cultivate communication and cultural understanding in Spanish speaking communities. Students will participate in conversations regarding self, family, communities, school, pastimes, health and wellbeing. This program promotes an acquisition process that is research-based, spiraling and recursive and aligned to appropriate proficiency targets that are designed to reach **Novice-High** or above. This curriculum reflects the philosophy and goals found in the ACTFL World Readiness Standards and the national Standards

for Foreign Language Learning in the 21st Century.

# Unit 1 Introducing Oneself

Content Area: **World Languages**  
Course(s): **Spanish 1**  
Time Period: **1st Marking Period**  
Length: **4 weeks**  
Status: **Not Published**

## Summary of the Unit

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Students use the target language in order to introduce themselves to someone they meet for the first time. Students will be able to communicate in the three modes of communication. Students will be able to develop and create sentences in the target language using appropriate verbs, adjectives and appropriate syntax. Students will be able to ask and give their name, age, birthday, origin and telephone number. Students will be able to respond to and engage in dialogue regarding casual topics such as the weather as well.

**Interpretive:** Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

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

**Presentational:** Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

## Enduring Understandings

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- Personal identity is developed through experiences that occur within one's family, one's community and the culture at large.

Topics that assist in the development of this understanding: greetings, good-byes, courtesy phrases, numbers, seasons, days of the week and months of the year.

- Communicating in at least one other language allows people to obtain information, express feelings, exchange opinions and gain knowledge of other cultures.

## Essential Questions

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- How can I give personal information to a new friend in the target language?
- How can I ask for information in the target language?

- How can I greet someone in the target language?
- What is the Spanish-speaking world like?
- What can I learn about my own language and culture from the study of others?

### **Summative Assessment and/or Summative Criteria**

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You are meeting a new student from Bolivia today. The new student has to meet many new people today and the conversation should be short and sweet. Work with a classmate and create a dialogue between you and the new student and present to the class orally. Be sure to include greetings, asking and answering the following: how are you, age, name, birthday, phone number, nice to meet you and a bid farewell.

### **Resources**

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[www.state.nj.us/education/cccs](http://www.state.nj.us/education/cccs)

[www.state.nj.us/education/modelcurriculum/wl](http://www.state.nj.us/education/modelcurriculum/wl)

[www.actfl.org/about-the-american-council-the-teaching-foreign-languages](http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages)

**McGraw Hill - Glencoe Spanish Asi se dice! Level 1**

### **Unit Plan**

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Topic/Selection Timeframe	General Objectives	
Greetings, farewell and courtesy phrases. 10 days	1. Use appropriate greetings and farewells. 2. Recognize different body language when greeting others. 3. Ask and respond to the memorized questions: ¿Como estas? ¿Cómo te llamas? ¿Cuántos años tienes?	1. Compare and contrast cu 2. Listen to authentic audio 3. Student can understand t and answer questions abou

Numbers and Dates & Time 5 days	<ol style="list-style-type: none"> <li>1. Use appropriate vocabulary for time and months, days (birthday)</li> <li>2. Identify numbers 0-100</li> <li>3. Ask and tell when certain events take place.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete simple mathem.</li> <li>2. Ask and answer phone nu</li> <li>3. Watch a short video of th</li> <li>4. Identify the numbers in th</li> <li>5. Identify at what time certa</li> </ol>
Seasons and weather 5 days	<ol style="list-style-type: none"> <li>1.. Identify the seasons and weather expressions.</li> <li>2. Describe the weather.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a weather forecas countries (northern and sou</li> <li>2. Survey and graph studer</li> <li>3. Watch a short video of th</li> </ol>

FL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
FL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
FL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
FL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
FL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
FL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
FL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
FL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

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### **Suggested Technological Innovations/Use**

#### **Suggested Technological Innovations/ Use:**

Use computers, chromebooks and/or iPads

Webquests

Use of online textbook

Visit authentic websites

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### **Cross Curricular/21st Century Connections**

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

# Unit 2 Describing Oneself

Content Area: **World Languages**  
Course(s): **Spanish 1**  
Time Period: **1st Marking Period**  
Length: **4 weeks**  
Status: **Not Published**

## **Summary of the Unit**

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Students will use the target language in order to: identify and describe people and things, tell where someone is from, tell what subjects they take in school and express opinions about them, talk about Spanish speakers in the United States.

**Interpretive:** Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

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

**Presentational:** Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

## **Enduring Understandings**

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Personal identity is developed through experiences that occur within one's school, one's community and the culture at large.

Topics that assist in the development of this understanding include, but are not limited to: nationalities, ethnicities and adjectives use of the verb *ser* and subject pronouns *tú*

## **Essential Questions**

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1. How can I introduce and describe myself in the target language?
2. How can I create questions in the the target language using the verb *ser*?
3. How can I describe and ask others nationality and ethnicity?
4. How can I formulate an opinion about a class in the target language?
5. How can I create a coherent sentence in the target language using subjects, verbs and prepositions in



the target language?

### **Summative Assessment and/or Summative Criteria**

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Marcela, a new student from Mexico, starts today. Write her a letter introducing and describing yourself. Describe the classes offered and highlight some of the teachers and courses offered.

### **Resources**

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[www.state.nj.us/education/cccs](http://www.state.nj.us/education/cccs)

[www.state.nj.us/education/modelcurriculum/wl](http://www.state.nj.us/education/modelcurriculum/wl)

[www.actfl.org/about-the-american-council-the-teaching-foreign-languages](http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages)

**McGraw Hill - Glencoe Spanish Asi se dice!**

### **Unit Plan**

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<b>Topic/Selection Timeframe</b>	<b>General Objectives SWBAT</b>	
Physical Characteristics and Personal Qualities 13 days	1. Describe oneself  2. Ask and respond questions about characteristics and personalities  3. Apply the verb <i>ser</i> in order to talk about personal qualities and nationalities.  4. Identify and apply the preposition “de” in order to discuss where people and things are from.	1. Discuss and describe  Celia Cruz, Roberto Cl Diaz, Frida Kahlo, Gabi Julia Alvarez  <a href="https://www.biography.">https://www.biography.</a>  2. Sentence strips: arra picture provided. Stude in order to describe eac  3. Quien eres? Tape a

		<p>must describe the person the celebrity is.</p> <p>4. Categories: under each category, students choose one person from each given country.</p> <p>5. Listen to authentic audio and describe the person.</p>
Classes 3 days	1. Identify and describe their classes.	<p>1. Dialogue: students role-play a conversation with a new student. Students create their own dialogue.</p> <p>2. Students create their own dialogue.</p> <p>3. Students watch a short video about classes. <a href="https://youtu.be/TTFBn">https://youtu.be/TTFBn</a></p>
Origin 4 Days	<p>1. Identify, apply and conjugate <i>ser</i> in order to discuss nationality, ethnicity, origin and classes.</p> <p>2. Create a coherent sentence by applying the verb <i>ser</i>, preposition <i>de</i> and other adjectives.</p>	<p>1. Work with a partner to create descriptions in the third person.</p> <p>2. Information gap activity in groups. One student describes a person. The other students must guess the person's name. The person who guesses correctly wins.</p> <p>3. Research and discuss the life of Celia Cruz and identify the structures used in her biography.</p>

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FL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
FL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
FL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
FL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
FL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
FL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
FL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
FL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
FL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
FL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
FL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
FL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
FL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
FL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
FL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
FL.NH.7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
FL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

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### **Suggested Modifications for Special Education, ELL and Gifted Students**

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

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### **Suggested Technological Innovations/Use**

Use computers, chromebooks and/or iPads

Webquests

Use of online textbook

Visit authentic websites

## **Cross Curricular/21st Century Connections**

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TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.2.12.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

# Unit 3 My Family & My Home

Content Area: **World Languages**  
Course(s): **Spanish 1**  
Time Period: **2nd Marking Period**  
Length: **4 weeks**  
Status: **Not Published**

## Summary of the Unit

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Students will use the target language in order to: Describe the physical characteristics of each member of the family and pets. Describe a house and apartment as well as rooms and furnishings. Discuss the difference between homes in the United States, Latin America.

**Interpretive:** Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

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

**Presentational:** Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

## Enduring Understandings

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Personal identity is developed through experiences that occur within one's school, one's community and the culture at large.

Topics that assist in the development of this understanding include, but are not limited to: family, pets, house and apartment.

## Essential Questions

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1. How can I introduce and describe the members of my family in the target language?
2. How can I create questions in the the target language using the verb *ser* in the target language?
3. How can I describe and ask about themselves and the members in their family?
4. How can I describe the exterior and interior of a home?
5. How can I create a coherent sentence in the target language using descriptive adjectives & possessive adjectives?

### **Summative Assessment and/or Summative Criteria**

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You're a real estate agent and you must convince the buyer to purchase the property based on the description of the home and property. The real estate agent provides the information, but not limited to, the location of the rooms in the home, attractions near the residence, the price of the home, a description of the home's physical appearance (indoors and outdoors) and a brief description of the nearby schools.

### **Resources**

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[www.state.nj.us/education/cccs](http://www.state.nj.us/education/cccs)

[www.state.nj.us/education/modelcurriculum/wl](http://www.state.nj.us/education/modelcurriculum/wl)

[www.actfl.org/about-the-american-council-the-teaching-foreign-languages](http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages)

**McGraw Hill - Glencoe Spanish Asi se dice!**

### **Unit Plan**

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Topic/Selection Timeframe	General Objectives SWBAT	
Talk about family and pets. 8 days	1. Describe the physical characteristics of each member of the family and pets in the household by applying the verb <i>ser</i>  2. Identify and apply the verb <i>tener</i> in order to discuss who they <i>have</i> in their family.  3. Apply the verb <i>tener</i> in order to describe hair color and eye color.	1. Work with partner to ask <i>¿tiene_____?</i>  2. Produce a class survey in home.  3. Apply the preposition <i>de</i> i

	4. Express possession by applying possessive adjectives	place of using the preposition  4. Watch a cultural video of a members: <a href="https://youtu.be/N6I">https://youtu.be/N6I</a>
Talk about the house and apartment. 4 days	1. Describe the interior and exterior of your home  2. Compare and contrast homes in Latin America and homes in the United States.	1. Reading comprehension: differences between Ecuador and the United States.  2. Listening comprehension  3. You're a realtor and you need to describe a house to your client. The client asks you questions.  4. Watch a cultural video, describe the house.
Location of people and places. 8 days	1. Identify and conjugate the verb <i>estar</i>  2. Identify the differences between <i>ser</i> and <i>estar</i>  3. Apply <i>estar</i> in order to describe the location of buildings, homes and rooms in a home.  4. Identify and apply prepositional phrases.	1. Sentence strips: combine person/noun and location. person/noun is located.  2. Draw a sketch of your dream house. Write a description. Que hay delante/detrás/alrededor.  3. Conduct an interview to get information about the location of <i>mascotas, escuela, edad de los padres</i> .  4. Find your partner: Whole image on it; there are two of them. They must ask more descriptive questions. They must ask more descriptive questions. "Are you able to read your partner's mind?"  5. Watch a cultural video of, describe the house. <a href="https://youtu.be/1g">https://youtu.be/1g</a>



FL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
FL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
FL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
FL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
FL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
FL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
FL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
FL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
FL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
FL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
FL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
FL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
FL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
FL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
FL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

### **Suggested Technological Innovations/Use**

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Use computers, chromebooks and/or iPads

Webquests

Use of online textbook

Visit authentic websites

### **Cross Curricular/21st Century Connections**

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TECH.8.1.12.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.E

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.F

Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

# Unit 4 In School and After School

Content Area: **World Languages**  
Course(s): **Spanish 1**  
Time Period: **2nd Marking Period**  
Length: **4 weeks**  
Status: **Not Published**

## Summary of the Unit

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Students will use the target language in order to: talk about families and pets, describe a house and/or apartment and the rooms and furnishings. Discuss the differences noted between a family in Ecuador and the United States.

**Interpretive:** Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

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

**Presentational:** Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

## Enduring Understandings

---

Personal identity is developed through experiences that occur within one's school, one's community and the culture at large.

Topics that assist in the development of this understanding include, but are not limited to: family, pets, house and apartment

## Essential Questions

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1. How are classes like in your school?
2. How are you and your friends spending time afterschool?
3. How are schools different in Spain and Latin America than US?

4. How are article of clothing used for school?

### **Summative Assessment and/or Summative Criteria**

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You are a part of a foreign exchange program and will be hosting a student, Alexander from Panama in your home with your family. You're on the phone helping him decide what he should bring with him. You must explain the daily school routine and schedule what kind of clothes, and materials he should bring with him for the first day. You must also explain what his class schedule will be like.

### **Resources**

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[www.state.nj.us/education/cccs](http://www.state.nj.us/education/cccs)

[www.state.nj.us/education/modelcurriculum/wl](http://www.state.nj.us/education/modelcurriculum/wl)

[www.actfl.org/about-the-american-council-the-teaching-foreign-languages](http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages)

**McGraw Hill - Glencoe Spanish Asi se dice!**

### **Unit Plan**

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<b>Topic/Selection Timeframe</b>	<b>General Objectives SWBAT</b>	
Talk about in school activities 13 Days	<ol style="list-style-type: none"><li>1. Identify and discuss school clothes and uniforms</li><li>2. Compare and contrast school clothes and uniforms in Latin American countries and Spain</li><li>3. Identify and discuss school supplies</li><li>4. Recognize in-class activities and actions</li><li>5. Compare and contrast private schools and public schools in the United States and in Spanish speaking countries</li></ol>	<ol style="list-style-type: none"><li>1. Work with a partner and give the traits and tell your partner agrees.</li><li>2. Watch back-to-school commercials. Notice any cultural differences and identify the school supplies that are different.</li><li>3. Reading comprehension: Read and discuss friendly and false cognates. Highlight the differences between them.</li><li>4. Create a dialogue by applying the SWBATs. Some guiding questions:</li></ol>

	<p>6. Identify and conjugate regular -ar verbs</p>	<p><i>necesitas para las clases?</i></p> <p>5. La hora de almuerzo: stude school lunches offered in Spa <i>almuerzo típico? ¿Dónde corr</i> create a diagram, graph or oth</p> <p>6. Students must research wh to bring lunch from home. Stu what it would cost to replicate <a href="http://www.carrefour.es">www.carrefour.es</a></p> <p><a href="http://www.tiendeo.com/Madri">http://www.tiendeo.com/Madri</a></p> <p><a href="http://www.freshplaza.es/articl tienda-eficiente">http://www.freshplaza.es/articl tienda-eficiente</a></p>
<p>Talk about afterschool activities 8 Days</p>	<p>1. Investigate and differentiate between after school activities done in the United States and after school activities in Spanish speaking countries</p> <p>2. Identify and conjugate regular -ar verbs/activities</p> <p>3. Discuss and explain why one does certain activities by applying <i>porque</i></p> <p>4. Create questions and produce answers.</p> <p>5. Construct complete sentences by using the <i>personal a</i> and contractions <i>al</i> and <i>del</i>.</p> <p>6. Apply prepositional phrases to discuss where places are located</p>	<p>1. Create a survey and interview student what s/he does after s</p> <p><i>¿Tú trabajas después de la es la casa?</i></p> <p>2. Reading comprehension: ¿ discuss why some teenagers ' showing the similarities and di and a typical teenager's life in</p> <p>3. Interpersonal communicac discuss what his/her after sch seconds for each picture.</p> <p>4. Battleship: students will wor board and fill in their ships ver each other but shouldn't cross their hits and misses on the b the verb for that square and th</p> <p>5. Circumlocution Game: . On target language, no English, w card says "taco," they may sa</p>

		<i>restaurants, etc.” 2. The other any rule, they buzz them on it guess the word in the target language not, their turn is over.4. After that describes each turn.6. The teacher</i>
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FL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
FL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
FL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
FL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
FL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
FL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
FL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
FL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
FL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
FL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
FL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
FL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

### **Suggested Technological Innovations/Use**

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Use computers, chromebooks and/or iPads

Webquests

Use of online textbook

Visit authentic websites

### **Cross Curricular/21st Century Connections**

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TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.F

Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.





# Unit 5 At the Cafe

Content Area: **World Languages**  
Course(s): **Spanish 1**  
Time Period: **3rd Marking Period**  
Length: **4 weeks**  
Status: **Not Published**

## **Summary of the Unit**

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Students will use the target language in order to: Identify foods and discuss meals, talk about places where you eat and order food and/or beverages at a cafe. Compare eating habits in Spain, Latin America, and the United States.

**Interpretive:** Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on ordering food and beverages.

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

**Presentational:** Students use the target language and memorized phrases in order to discuss meals and use culturally appropriate gestures and intonations.

## **Enduring Understandings**

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Personal identity is developed through experiences that occur within one's school, one's community and the culture at large.

Topics that assist in the development of this understanding include, but are not limited to: foods, meals and order etiquette at restaurants

## **Essential Questions**

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1. How to describe breakfast, lunch and dinner?
2. How to order food and beverages in a cafe or at a restaurant?
3. How to express what you have to do or what you have done recently?

### **Summative Assessment and/or Summative Criteria**

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You are in restuarnt in Argentina with a friends and you need to let your server know what you would like to eat and drink?

Make sure to let them know what you are in mood for and ask for recommendations based on the menu.

### **Resources**

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[www.state.nj.us/education/cccs](http://www.state.nj.us/education/cccs)

[www.state.nj.us/education/modelcurriculum/wl](http://www.state.nj.us/education/modelcurriculum/wl)

[www.actfl.org/about-the-american-council-the-teaching-foreign-languages](http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages)

**McGraw Hill - Glencoe Spanish Asi se dice**

**Authentic Resources provided by Spanish-speaking community: (youtube, commercials, social media)**

### **Unit Plan**

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Topic/Selection Timeframe	General Objectives SWBAT	
Food and Meals 10 Days	1. Recognize food vocabulary in order to explain foods that are a part of one’s diet.  2. Compare and contrast typical breakfast meals between Spanish speaking countries and the United States.  3. Compare and contrast typical dinner meals between	1. Reading Comprehension photographs that go with thi reading strategies students language. Was your predicti venn diagrams to identify sii United States.  2. Investigate typical meals replicate it at home. Student

	<p>Spanish speaking countries and the United States.</p> <p>4. Identify and conjugate regular <i>-er</i> and <i>-ir</i> verbs in order to talk about foods/meals.</p> <p>5. Apply <i>tener que</i> and <i>deber</i> in order to give step by step directions for an authentic latin american recipe.</p>	<p>instructions on how to cook</p> <p>3. Verb tic-tac-toe: each gro board should have a differer number and a verb (give the The first student rolls the die example, if they roll a three, conjugate the verb on a piec to mark that space with an &gt; student takes turns like this</p> <p>4. Sentence strips: work with</p> <p>5. Write a letter to the scho dishes. Explain why it's nec effective.</p>
<p>Places to Eat 7 Days</p>	<p>1. Give their opinion using <i>creer que si/no</i></p> <p>2. Recognize the tipping culture in the United States and compare it to Spanish speaking countries.</p> <p>3. Order a meal in a restaurant and ask for the bill.</p> <p>4. Identify and describe <i>comida callejera</i></p> <p>5. Identify and apply <i>acabar de</i></p>	<p>1. Research <i>comida callejer</i> differences. Show <i>comida c</i></p> <p>2. Research, compare and c <i>callejera</i>.</p> <p>3. Role-play a waiter and cu Some guiding questions for Some guiding questions for</p> <p>4. Gallery walk: Students ar will each start at a location. menus, ads, commercials, r responses, thoughts, and cc student accountability, you r worksheet, or put their initia each student is also an opti</p>
<p>Future Plans 4 Days</p>	<p>1. Identify and apply <i>ir a</i> in order to express what will happen in the near future</p> <p>2. Explain weekend plans with family and friends</p>	<p>1. Inside/outside circle: Stuc a partner until the teacher si student a new peer to talk to</p> <p>2. You need to tell your frier</p>

		<p>tell them what you're going to do.</p> <p>Example: <i>Deseo ir al parque</i></p> <p>3. Watch a video story about...</p>
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FL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
FL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
FL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
FL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
FL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
FL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
FL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
FL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
FL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
FL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
FL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
FL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
FL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
FL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
FL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
FL.NH.7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
FL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

### **Suggested Technological Innovations/Use**

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Use computers, chromebooks and/or iPads

Webquests

Use of online textbook

Visit authentic websites

### **Cross Curricular/21st Century Connections**

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HE.9-12.2.2.12.N

Nutrition

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.E

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.F

Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

# Unit 6 Sports

Content Area: **World Languages**  
Course(s): **Spanish 1**  
Time Period: **3rd Marking Period**  
Length: **4 weeks**  
Status: **Not Published**

## Summary of the Unit

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Students will use the target language in order to: Talk about sports, identify colors to describe team uniforms and compare team sports in the U.S. and Spanish-speaking countries.

**Interpretive:** Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on sports and teams.

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

**Presentational:** Students use the target language and memorized phrases in order to talk about sports and use culturally appropriate gestures and intonations.

## Enduring Understandings

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Personal identity is developed through experiences that occur within one's family, one's community and the culture at large.

Topics that assist in the development of this understanding include, but are not limited to: discussing sports, such as soccer, tennis and baseball. Describing uniforms and equipment of a sports team.

## Essential Questions

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1. How do I express an opinion on which is the best sport in the target language?
2. How do I describe my favorite sport, team and their uniform?
3. How can I explain to someone how baseball, basketball, tennis or soccer is played in the target language?



## Summative Assessment and/or Summative Criteria

You are the writer for a local TV station Write a news broadcast to explain how soccer is played. Be sure to explain what each team must wear and how scoring is kept.

## Resources

[www.state.nj.us/education/cccs](http://www.state.nj.us/education/cccs)

[www.state.nj.us/education/modelcurriculum/wl](http://www.state.nj.us/education/modelcurriculum/wl)

[www.actfl.org/about-the-american-council-the-teaching-foreign-languages](http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages)

McGraw Hill - Glencoe Spanish Asi se dice!

## Unit Plan

Topic/Selection Timeframe	General Objectives SWBAT	
Sports 20 Days	<ol style="list-style-type: none"> <li>1. Identify, explain and discuss basketball, tennis, baseball and soccer.</li> <li>2. Identify, apply and conjugate stem-changing verbs</li> <li>3. Compare team sports and players in the United States and Spanish-speaking countries</li> <li>4. Research and discuss a well-known athlete from a Spanish-speaking country.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interview: Describe y and then ask your friend</li> <li>2. Reading Comprehension sports in different Spanish-speaking countries</li> <li>3. Vocabulary activity: Write about 20 vocabulary words and a picture of a vocabulary word such as a soccer ball and correctly represents the word</li> <li>4. Twenty questions: In pairs, ask or-no questions until they can guess the answer. For example, they can ask ¿Puedes correr en la cancha?</li> </ol>

		<p>5. Picture prompt: student given sport/player to a  </p> <p>6. Using stem-changing friends. One friend wanted to play soccer, other friend wants to play basketball. They need to come up with a solution.</p> <p>7. Examine Roberto Cl</p>
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FL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
FL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
FL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
FL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
FL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
FL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
FL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
FL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
FL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
FL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
FL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
FL.NH.7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
FL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

## **Suggested Technological Innovations/Use**

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Use computers, chromebooks and/or iPads

Webquests

Use of online textbook

Visit authentic websites

## **Cross Curricular/21st Century Connections**

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HE.9-12.2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
HE.9-12.2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.

# Unit 7 Activities, Likes & Dislikes

Content Area: **World Languages**  
Course(s): **Spanish 1**  
Time Period: **4th Marking Period**  
Length: **4 weeks**  
Status: **Not Published**

## Summary of the Unit

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Students will use the target language in order to: talk about their hobbies and whether they like and dislike an activity. This unit will reinforce vocabulary and grammar previously taught.

**Interpretive**: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

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

**Presentational**: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

## Enduring Understandings

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Personal identity is developed through experiences that occur within one's family, one's community and the culture at large.

Topics that assist in the development of this understanding include, but are not limited to: discussing likes and dislikes of themselves and others.

## Essential Questions

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1. How do I express what I like and dislike and what interests bore me?
2. What role do leisure activities play in our lives?
3. How do the activities I like and don't like to do compare with activities of teens from Spanish-speaking countries?

## Summative Assessment and/or Summative Criteria

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Write to a pen pal letter about your daily activities. You will include a variety of vocabulary and grammar that has been covered in your letter.

Include your likes and dislikes for school, pastimes, food, friends and family members. Include activities you do together.

## Resources

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[www.state.nj.us/education/cccs](http://www.state.nj.us/education/cccs)

[www.state.nj.us/education/modelcurriculum/wl](http://www.state.nj.us/education/modelcurriculum/wl)

[www.actfl.org/about-the-american-council-the-teaching-foreign-languages](http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages)

McGraw Hill - Glencoe Spanish Asi se dice!

## Unit Plan

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Topic/Selection Timeframe	General Objectives SWBAT	
Likes and Dislikes 20 days	<ol style="list-style-type: none"><li>1. Identify, apply and conjugate gustar, interesar, aburrir, molestar and enfadar</li><li>2. Identify and apply indirect object pronouns</li><li>3. Express likes and dislikes and their opinion by using expressions such as: <i>Yo creo que, Yo pienso que, En mi opinión, Yo (no) estoy de acuerdo, genial!, que barbaro!</i></li></ol>	<ol style="list-style-type: none"><li>1. Thirty seconds: Pick the class. Example: <i>Te molesta ju</i> Peers must listen and t</li><li>2. Listen to authentic sc <i>Me Gusta Como Eres - Me gustas tu - Manu C.</i> Identify familiar gramm of the song.</li><li>3. Gallery walk: Studen groups of students will will read what is posted</li></ol>

		<p>one recorder should write on the chart paper or you may also have the students put their initials below each student is also an <i>molestar, aburrir, enfaco</i></p> <p>4. Four Corners: : Students will move to the possible gusta or Odio. The teacher question using the likes</p> <p>5. Speed Dating: Students minutes with each partner know their partner (empty sentences based on the write about students with own. After three minutes</p> <p>6. Make a collage of so explain your likes and dislikes and activities.</p> <p>7. Watch a short video dislike: <a href="https://youtu.be/oOI">https://youtu.be/oOI</a></p>
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FL.NH.7.1.NH.IPRET.1

Identify familiar words and phrases in culturally authentic materials related to targeted themes.

FL.NH.7.1.NH.PRSNT.2

Create and present brief messages using familiar vocabulary orally or in writing.

FL.NH.7.1.NH.IPRET.5

Identify some unique linguistic elements in the target culture.

FL.NH.7.1.NH.IPRET.3

Respond and act on a series of oral and written instructions, directions, and commands.

FL.NH.7.1.NH.IPERS.2

Ask and respond to questions on practiced topics and on information from other subjects.

FL.NH.7.1.NH.IPRET.2

Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

FL.NH.7.1.NH.PRSNT.1

Recombine basic information at the phrase and sentence level related to everyday topics and themes.

FL.NH.7.1.NH.IPERS.1

Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

FL.NH.7.1.NH.IPRET.7

Comprehend some familiar questions and statements from short conversations and brief

written messages from informational and fictional texts that are spoken, viewed and written.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

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Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Collaborative writing

Word Bank Fill in blank form for note taking

Visual representations of ideas

### **Suggested Technological Innovations/Use**

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Use computers, chromebooks and/or iPads Smartboard

Google Applications

Webquests



Use of online textbook

Visit authentic websites

## **Cross Curricular/21st Century Connections**

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TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

# Unit 8 Health and Wellbeing

Content Area: **World Languages**  
Course(s): **Spanish 1**  
Time Period: **4th Marking Period**  
Length: **4 weeks**  
Status: **Not Published**

## Summary of the Unit

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Students will use the target language in order to: Describe people's personality, conditions and emotions. Explain minor illness and talk about doctor's appointment.

**Interpretive:** Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

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

**Presentational:** Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

## Enduring Understandings

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Personal identity is developed through experiences that occur within one's family, one's community and the culture at large.

Topics that assist in the development of this understanding include, but are not limited to: describing an illness, moods and feelings

## Essential Questions

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1. How can I describe how I am feeling using the verb estar?
2. How can I make an appointment with my doctor?
3. How can I explain someone's personality?
4. How can create a clear picture of my ailments to my doctor in the target language?

## Summative Assessment and/or Summative Criteria

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You are in a doctor's office in Costa Rica and you are not feeling well Describe your feelings, what aches you?

Be sure to ask the doctor and his staff what is the best regimen for you to feel better.

## Resources

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[www.state.nj.us/education/cccs](http://www.state.nj.us/education/cccs)

[www.state.nj.us/education/modelcurriculum/wl](http://www.state.nj.us/education/modelcurriculum/wl)

[www.actfl.org/about-the-american-council-the-teaching-foreign-languages](http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages)

McGraw Hill - Glencoe Spanish Asi se dice!

## Unit Plan

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Topic/Selection Timeframe	General Objectives SWBAT	
Feelings and Location 10 Days	<ol style="list-style-type: none"><li>1. Apply <i>estar</i> and other adjectives to express their feelings and state of being.</li><li>2. Describe when one feels a certain feeling.</li><li>3. Identify when to use <i>estar</i> and conjugate the verb in the present tense</li><li>4. Ask and answer questions regarding their current location and feelings.</li></ol>	<ol style="list-style-type: none"><li>1. Research and discuss or other authentic source <i>el amor, la comida, la familia</i></li><li>2. You just went on a trip and received an instagram message with a picture of where you are, how you are feeling</li><li>3. How/where are they' different situations and express to their partner feeling.</li></ol>
Character Traits 8 Days		

	<ol style="list-style-type: none"> <li>1. Apply <i>ser</i> and other adjectives to describe a person's character traits.</li> <li>2. Ask and answer questions using <i>ser</i> and adjectives.</li> <li>3. Identify when to use <i>ser</i> and how to conjugate it.</li> <li>4. Describe what one can do in order to be successful</li> <li>5. Research, discuss and describe successful public figures from Spanish-speaking countries.</li> </ol>	<ol style="list-style-type: none"> <li>1. Research and describe questions include: <i>¿De que hacer para tener éxito?</i></li> <li>2. Twenty questions: In twenty yes-or-no questions have in mind. For example: <i>¿Es una mujer exitosa?</i></li> <li>3. Describe your immediate future.</li> <li>4. Watch a video of the theme: <a href="https://youtu.be/v...">https://youtu.be/v...</a></li> </ol>
<p>Medical 7 days</p>	<ol style="list-style-type: none"> <li>1. Identify the protocol in the doctor's office</li> <li>2. Explain symptoms when one feels ill</li> <li>3. Identify and apply the indirect object pronouns</li> <li>4. Identify potential solutions to an illness</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a comic strip: conversation between a doctor and a patient.</li> <li>2. Roll the dice: match the sentence by applying the theme: <i>me receta la medicina.</i></li> <li>3. Inside/out circle: Study information with a partner in one direction, giving discussion: patient/doctor.</li> </ol>

FL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
FL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
FL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
FL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
FL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
FL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
FL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
FL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
FL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
FL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
FL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
FL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
FL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
FL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

### **Suggested Technological Innovations/Use**

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Use computers, chromebooks and/or iPads

Webquests

Use of online textbook

Visit authentic websites

### **Cross Curricular/21st Century Connections**

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TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
HE.9-12.2.1.12.EH	Emotional Health



# Unit 9 Vacations

Content Area: **World Languages**  
Course(s): **Spanish 1**  
Time Period: **4th Marking Period**  
Length: **4 Weeks**  
Status: **Not Published**

## **Summary of the Unit**

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Using the simple future tense (ir+a) students will discuss what activities they will do in the upcoming summer and winter breaks.

**Interpretive:** Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

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

**Presentational:** Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

## **Enduring Understandings**

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Personal identity is developed through experiences that occur within one's family, one's community and the culture at large.

Topics that assist in the development of this understanding include, but are not limited to: talking about concerts, movies, and summer plans.

## **Essential Questions**

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1. How will I discuss my summer plans?



2. How will I discuss what I enjoy doing in my free time?

### **Summative Assessment and/or Summative Criteria**

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You are working for a travel agency and are helping a client book the activities for their itinerary. Let them know what activities they will be doing using the formula of *ir + a + infinitive*.

### **Resources**

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**McGraw Hill - Glencoe Spanish Asi se dice!**

### **Unit Plan**

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<b>Topic/Selection Timeframe</b>	<b>General Objectives SWBAT</b>	
Visiting a City 10 days	1. Discuss activities one can do in a city  2. Discuss Hispanic art and music.	1. Work with a classmate group. Explain why you  2. Research modern artists (sculptors...etc) and describe them.  3. Compare and contrast Spanish-speaking countries and their art directors.  4. Compare and contrast

		Spanish-speaking cour
Winter Vacations 5 Days	<ol style="list-style-type: none"> <li>1. Identify and discuss ski resorts in the United States and in Spanish-speaking countries</li> <li>2. Recognize items needed for a ski trip</li> <li>3. Discuss activities done in a ski resort</li> <li>4. Recognize and apply direct object pronouns</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a letter to a friend questions: <i>Que debes llevar</i></li> <li>2. Research a ski resort to one from the U.S. Illustrate the similarities</li> <li>3. Reading Comprehension el Parque Nacional Nat</li> <li>4. Circumlocution Game describe that word in target language or using hand gestures <i>"it's a piece of clothing,</i> to see the word too. If they get the word in the target language win a point. If not, their</li> </ol>
Summer Vacation 5 Days	<ol style="list-style-type: none"> <li>1. Identify and discuss a day at the beach in the United States and in Spanish-speaking countries.</li> <li>2. Recognize items needed for a beach trip</li> <li>3. Discuss activities done at the beach</li> <li>4. Identify, apply and conjugate the present progressive</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a letter to a friend guiding questions: <i>Que tienes que llevar?</i></li> <li>2. Research a beach resort to one from the U.S. to illustrate the similarities</li> <li>3. Listening comprehension playa en Puerto Banus.</li> </ol>

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FL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
FL.NH.7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
FL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

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TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

