

Spanish 1
CURRICULUM GUIDE
2019-2020

Table of Contents

BOARD OF TRUSTEES/SCHOOL ADMINISTRATION/CURRICULUM COMMITTEE	Page 3
PHILOSOPHY/PURPOSE/VISION	Page 4
SPANISH 1 OVERVIEW	Page 6
NEW JERSEY STUDENT LEARNING STANDARDS	Page 6
PACING GUIDE	Page 11
UNITS OF STUDY	
1. <i>Basics and Countries</i>	Page 12
2. <i>Food, Drinks, and Animals</i>	Page 16
3. <i>Adjectives and ‘To Be’</i>	Page 22
4. <i>Counting and Clothes</i>	Page 28
5. <i>Family Members and Family Structures</i>	Page 33
6. <i>In the House</i>	Page 39
7. <i>Places and Pen Pals</i>	Page 44
8. <i>States and Superstition</i>	Page 49
SUGGESTED DIFFERENTIATION/ACCOMMODATIONS/MODIFICATIONS	Page 54

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SCHOOL PHILOSOPHY AND MISSION:

As a child-centered school, Academy Charter High School is dedicated to providing a challenging, nurturing environment in which each child's social and academic potential is maximized. The students who graduate from ACHS will have the self-esteem, self-discipline, intellectual curiosity and critical thinking skills to maintain their status as lifelong learners.

PURPOSE AND VISION:

The purpose of the Academy Charter High School Spanish 1 Curriculum Guide is to provide an introduction to the Spanish language. The Spanish 1 course will develop listening, speaking, reading, and writing skills through the use of current vocabulary and grammatical structures (parts of speech and verb tenses). This course will also focus on the development of communication and interpersonal skills, as well as cultural awareness and appreciation.

Throughout this course, students will learn how to communicate in basic, everyday situations. They will be provided with functional linguistic input and meaningful situations to promote communicative competence in the target language. The students will have opportunities for creative expression by using the target language to convey personal messages. They will also be introduced to texts and technology that authentically represent the target language and culture. Instruction is based on three purposes of communication: interpersonal, interpretive, and presentational.

This course will encourage, foster, and embrace the belief that language learning is an innate human capacity, and that all students who speak another language will initiate an interest and appreciation toward other cultures. It will focus on meaningful communication with increasing accuracy of expression in an authentic, real-life context and will be delivered in a student-centered curriculum based on inquiry, problem solving, and application of concepts. Furthermore, it explores themes and issues across content areas, while making connections to the multicultural world of the 21st century and fostering a greater understanding of and appreciation for world cultures.

Educators will use the guide and the content standards as a road map for curriculum and instruction. The ultimate goal is to cultivate global, independent thinkers by shifting classroom priorities from teaching to learning, with a focus on student outcomes. This paradigm shift in instructional trends from a teacher-directed model is designed to allow a student-centered learning environment to thrive. The guide will also:

- Provide a vertical and horizontal framework for content and skills in alignment with the standards and district benchmarks
- Provide student outcomes that are developmentally appropriate and measurable
- Provide a flexible framework within which teachers can design instructional strategies and models that address various learning styles for a more individualized student learning environment
- Present the Key Elements of content and skills for the purpose of creating an environment of Enduring Understanding through
- Essential Questions and student-centered learning scenarios
- Provide resources of Best Practices from which teachers can glean examples of instructional strategies upon which they can model their classes

Intentional cross curricular content connections will guide students through the learning process by the use of active learning techniques which include:

- Exploration & Discovery
- Project-based Learning (PBL)
- Essential Questioning
- Collaborative learning groups
- Learning stations
- Questionnaires
- Art Expression
- Varying projects

Content Area	Spanish 1
Interdisciplinary Connections	The updated curriculum documents to reflect interdisciplinary connections. Activities, assessments and/or differentiation strategies were highlighted and coded the specific content area. Interdisciplinary Connections Language Arts RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise). NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively NJSLSA.SL2. Integrate and evaluate the information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. History/Social Studies 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. 6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities. 6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources. 6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries. 6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.
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Core Instructional Materials (including digital tools)	<i>Rosetta Stone, Cuadros de mi Familia, and Comemos en la Tima.</i> Specific supplemental instructional materials are located within each unit below. All students are also supplied with a Chromebook with internet access.
21st Century Themes and Skills	Students completing Spanish 1 will develop the following 21st Century Skills and Themes: Themes: - Global Awareness - Civic Literacy Skills: <u>Learning and Innovation Skills</u> Creativity and Innovation - Think creatively, work creatively with others Critical Thinking and Problem Solving - Reason effectively, use systems thinking, make judgements and decisions, solve problems Communication and Collaboration - Communicate clearly, collaborate with others <u>Information, Media and Technology Skills</u> Information Literacy - Access and evaluate information, use and manage information Media Literacy - Analyze media products ICT Literacy - Apply technology effectively <u>Life and Career Skills</u> Flexibility and Adaptability - Adapt to varied roles, job responsibilities, schedules and contexts - Be Flexible: Incorporate feedback effectively; deal positively with praise, setbacks, and criticism; understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments

	Initiative and Self-Direction - Manage goals and time, work independently, be self-directed learners Social and Cross-Cultural Skills - Interact effectively with others, work effectively in diverse teams Productivity and Accountability - Manage projects and produce results Leadership and Responsibility - Guide and lead others, be responsible to others
Career Readiness Practices and Standards	Students completing Spanish 1 will develop the following Career Readiness Practices and Standards: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 9.1.12.C.3 Identify transferable career skills and design alternate career plans 9.2.12.C.4. Analyze how economic conditions and societal changes influence employment trends and future education. 9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending. 9.1.12.E.5. Evaluate business practices and their impact on individuals, families, and society. 9.1.12.F.2 Assess the impact of emerging global economic events or financial planning. 9.1.12.F.3: Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming	Upon completion of Spanish 1, students will have developed the following NJSLS Technology Standards: 8.1.12.A.3 – Collaborate in online courses, learning communities, social networks or virtual worlds to discuss the resolution to a problem or issue 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.12.C.1 – Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community 8.1.12.D.4 - Research and understand the positive and negative impact of one’s digital footprint 8.1.12.E.1 – Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources 8.1.12.F.1 – Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal, and social needs 8.2.12.C.2. - Analyze a product and how it has changed or might change over time to meet human needs and wants
New Jersey Student Learning Standards (NJSLS)	Interpretive: 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics Interpersonal: 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

	7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. Presentation: 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level appropriate, culturally authentic materials orally or in writing. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
Pacing Guide	Unit	Timeframe
	1. Basics and Countries	2-3 weeks
	2. Food and Drinks	2-3 weeks
	3. Adjectives and ‘To Be’	3-4 weeks
	4. Counting and Clothes	2-3 weeks
	5. Family Members and Family Structures	1-2 weeks
	6. In the House	1-2 weeks
	7. Places and Pen Pals	2-3 weeks
	8. States and Superstition	1-2 weeks
Benchmark Assessments	All students take standardized midterms and finals. Other assessments are indicated throughout the units of study.	

Unit 1:
Basics and Countries

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP1; CRP4; CRP11; 9.1.12.E.5

NJSLS Technology: 8.1.12.A.3; 8.1.12.B.1

Interdisciplinary Connections: Social Studies - 6.2.12.D.6a; Language Arts - NJSLS.R9; NJSLS.R3

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Basic greetings and farewells
- Classroom terms and phrases
- Spanish-speaking countries
- Basic parts of speech

Essential Questions:

- What countries have Spanish as their official language?
- What historical events might have led to the spread of the Spanish language?
- How do people greet each other in Spanish? Do people in different places greet each other in different ways?
- What do Spanish speaking countries look like? What is there to do there?
- What misconceptions might we have about Spanish speaking countries? About the people who live there?
- How do countries market themselves? How do different Spanish speaking countries encourage tourism?
- What can one do/eat/explore/see/learn in specific Spanish speaking countries? How can we best share or present this information?

Enduring Understandings:

- The students will understand that spanish is one of the most widely spoken languages in the world and learning to communicate in it - even at the most basic levels - allows for global citizenship, empathetic relationships, and engagement with current social, political, and economic events.

- The students will understand that when we learn to speak a language, we do so naturally and without intention. This helps us speak it fluidly. Languages are made up of smaller parts of speech, however, and learning them can help written sentences make sense.
- The students will understand that preconceptions about people and places can be misguided or misinformed. Learning about different Spanish-speaking countries can help bring authentic visualizations and understandings to life.
- The students will understand that not all Spanish speaking countries are the same and not all people who speak Spanish come from the same place. Each country - and various communities within each country - adds something unique to “Spanish” or “Latin American” culture.

GREETING AND GRAMMAR	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.A.3
• Students will complete introductory and reinforcement exercises through the Rosetta Stone portal. They will also take notes in class on Nouns as well as Definite and Indefinite Articles. • Students will use games like Heads Up, Jenga, and Charades to reinforce knowledge and recall of vocabulary words. • The class will review different ways of greeting one another in Spanish, paying special attention to slang/variations from different countries. Students will add these phrases to either their individual glossaries or to the classroom word wall.	<u>Tier 1 Resources/Materials:</u> • Rosetta Stone Unit 1 Lesson 1 Reading exercises • Computers • Games
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.3
• Students will complete reinforcement worksheets that focus on grammar rules and new vocabulary. Students will apply their knowledge of terms by inferring meanings of sentences and filling in the blanks with vocabulary; they will also be asked to transform terms and articles from singular to plural/plural to singular.	<u>Tier 2 Resources/Materials:</u> • Rosetta Stone Unit 1 Lesson 1 Reading exercises • Worksheets
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.B.5

	6.2.12.D.6.a
Students will be responsible for engaging in short greeting conversations implementing new vocabulary from their individual glossaries or from the class word wall. They will use country-specific phrases to incorporate colloquial Spanish.	<u>Tier 3 Resources/Materials:</u> - Rosetta Stone Unit 1 Lesson 1 Reading exercises - Communication Log/Writing
STUDENT WORK PRODUCTS/ ASSESSMENTS: Informal Oral Assessments (Greetings and Farewells, vocabulary use and Recognition), Worksheets (reinforcing grammar lessons), Rosetta Stone (individual exercises and games), Test (written end of unit test),	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Students learn about the history of the Spanish language. They will use computers to read, write, and discuss ideas in conversations.

➤ Spanish-Speaking Countries	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.C.5
Together, the class will examine a blank map of Central and South America. In groups, students will do their best to name as many Spanish-speaking countries as possible. Students will be invited to come up and try to place these countries on the map. The class will discuss the number of Spanish-speakers, how the Spanish language reached the Americas, and what they know of these countries. Students may complete KWL charts about these or specific countries.	<u>Tier 1 Resources/Materials:</u> - KWL chart - Maps of countries - Computers
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 8.1.2.B.1 NJSLSA.R3
Students will watch travel commercials related to foreign countries. In groups, the class will discuss what images they saw, what activities actors took part in, and what their overall impression of the country was. Students will have a chance to examine travel brochures and look at the type of activities or	<u>Tier 2 Resources/Materials:</u> - Rosetta Stone Unit 1 Lesson 1 Reading exercises - Computer/projector - Peru Travel Guide Video https://www.visitmexico.com/en - Querida Argentina Commercial

tours companies offer in different countries. As a class, we can discuss the types of things they might want to do in a new place. The teacher will show students an example of a successful student-created brochure on Google Slides. Students will be able to discuss the elements that earned the student an A on this project.	• Samples travel brochures from countries
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.C.4 NJSLSA.R9
• In groups of two or individually, students will select a Spanish-speaking country at random. They will be responsible for researching basic information about the nation as well as tourist-related history, activities, tours, photo opportunities, and/or food. Students will use this information to populate their own travel brochure for a trip to that particular country. Students/Groups will be responsible for presenting their brochures to the class. Students/Groups will also write a one paragraph response to the project, in which they'll discuss three things they learned about their country that they did not previously know.	<u>Tier 3 Resources/Materials:</u> • Rosetta Stone Unit 1 Lesson 1 Reading exercises • Research log • Sample travel brochures • Computer/Google Classroom • Greetings in Medellin - https://www.youtube.com/watch?v=1scz1Pmh96M • How are you (colloquial) - https://www.youtube.com/watch?v=REfVPiP-4Zs • Dominican greetings - https://www.youtube.com/watch?v=WZ4gbGEmDLM
STUDENT WORK PRODUCTS/ ASSESSMENTS: Writing assignments including a travel brochure reflection, daily Do Nows, and a project making a country travel brochure	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Students learn about the history and tourist information about a Spanish speaking country. They will use computers to research and read about a country, as well as design an informational pamphlet.

Unit 2:
Food, Drinks, and Animals

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9

NJSLS Technology: 8.1.12.A.3; 8.1.12.D.4

Interdisciplinary Connections: Social Studies - 6.2.12.C.6.b, English Language Arts - NJSLSA.R6., NJSLSA.W5., NJSLSA.W2, NJSLSA.SL1.

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Animals and Spanish animal sounds;
- Food and drink;
- Sentence structures and verbs;
- Present Progressive Tense;
- Tener;
- Breakfast foods in Latin America

Essential Questions:

- What kind of tools do parents/kids show use to teach children? How can songs help us learn?
- What can children's songs teach us about different cultures?
- How do the pieces of a sentence fit together in Spanish to create a cohesive thought? What must be present? What are the rules?
- How are sentence rules in Spanish different than grammar rules in English?
- Is there a "typical" breakfast in the US? If so, what is it? If there isn't, why not?
- What are common breakfasts here? What do you eat for breakfast? How do we say that in Spanish?
- What do people in other countries eat for breakfast? Why might they eat these foods? Would you eat them?

- What differences do you see between Americans' breakfast diets and the diets of people from various Latin American countries? What reasons could there be for that?

Enduring Understandings:

- Students will understand that songs are useful tools for learning different types of information. For that reason, they're often taught to children to help them improve their vocabulary and grammar. They can be useful in language classes for the same reason.
- Students will understand that children's songs and books in Spanish can help show cultural differences between English and Spanish speakers. Animal songs, for example, highlight the difference in animal noises that Spanish speakers know animals to make.
- Students will understand that sentences are made up of various parts of speech. Each part of speech serves an important purpose in the sentence and needs to be used correctly for a sentence to make sense.
- Students will understand that while some rules in Spanish are the same as in English, some rules are also different. The rules that govern a language's grammar can help us see connections between one language and others.
- Students will understand that the food we eat is determined by the climate, our agricultural history, our cultural background, and our economic situations. What we eat, how much we eat, and when we eat it is also culturally determined. In the US for example, we're told that breakfast is the most important meal of the day - this may not be the same for people from other countries. Food and cooking are closely linked to cultural identities and learning what others eat can help us understand others better.

SENTENCE STRUCTURE AND GRAMMAR	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.A.4 7.1.NM.A.5
• Students will complete introductory and reinforcement exercises through the <i>Rosetta Stone</i> portal. They will also take notes in class on Verbs, Adjectives, and other parts of speech. • Students will play games like Heads Up, Jenga, and Charades to reinforce knowledge and recall of vocabulary words. • Students will learn how to conjugate and use the verb Tener.	<u>Tier 1 Resources/Materials:</u> • <i>Rosetta Stone</i> software Unit 1 Lesson 2 exercises and games • <i>Rosetta Stone</i> book Unit 1 Lesson 2 reading exercises

Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.5 7.1.NM.C.3 7.1.NH.A.7
- Students will complete reinforcement worksheets that focus on grammar rules and new vocabulary. Students will apply their knowledge of terms by inferring meanings of sentences and filling in the blanks with vocabulary; they will also be asked to conjugate and use the verb <i>Tener</i> appropriately in complete sentences. - After learning the various parts of speech, students will color code their vocabulary list according to the role each term plays in a sentence. They will use this color-code system to help them unjumble sentences and put phrases in grammatically correct order.	<u>Tier 2 Resources/Materials:</u> Worksheets
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.C.2 7.1.NM.C.4 NJSLSA.SL1.
- Students will write and speak original sentences using the verb <i>Tener</i> to express things that they have (items/age/etc.). - Students will be able to create complete sentences by correctly combining various parts of speech. They will ensure that the sentences are logically correct by checking the terms against their vocabulary lists. Other students will be invited to color-code and double check their classmates work.	<u>Tier 3 Resources/Materials:</u> Writing complete sentences/worksheets
STUDENT WORK PRODUCTS/ ASSESSMENTS: Sentence structure worksheets, reinforcing grammar worksheets, vocabulary and oral assessments, completion of <i>Rosetta Stone</i> exercises, end of unit test	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Students will speak in ranges of conversations with diverse partners in English and practice in Spanish.

ANIMALS AND THEIR SOUNDS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: NJSLSA.SL1
Students will discuss the types of animals children typically learn about in the US. The class will read through DADA by Jimmy Fallon. What types of animals does the book highlight and what sounds do they make?	<u>Tier 1 Resources/Materials:</u> - Paper/computer for list “Dada” by Jimmy Fallon
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: NJSLSA.W2. NJSLSA.W5.
The class will watch a video of Animal sound songs in Spanish. We’ll practice the song and sing along to it. Students will write down the animals that are mentioned in the song and the sound they make in Spanish.	<u>Tier 2 Resources/Materials:</u> Paper/computer
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 6.2.12.C.6.b
Students will be asked to write their own Old MacDonald song using Spanish terms and Spanish animal sounds. They’ll be provided sentence starters and useful verbs to help them generate sentences. Students will be asked to share their versions for the class to use as practice for the rest of the unit.	<u>Tier 3 Resources/Materials:</u> - Animal Sound Song - https://www.youtube.com/watch?v=ldF4o3jc07A - Old MacDonald tiene una granja - https://www.youtube.com/watch?v=wAVOF1EdiHE
STUDENT WORK PRODUCTS/ ASSESSMENTS: Writing assignments and projects including writing a new Old MacDonald song and daily Do Nows	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Students will compare trends across cultures using animals sounds as well as practice their writing skills in two languages

BREAKFAST HABITS AND FOODS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 6.2.12.C.6.b 7.1.NM.A.4
- Students will brainstorm typical “American” breakfasts. They’ll use vocabulary they know and look up new terms to talk about the meals Americans usually eat in the morning. Students will brainstorm the things they <i>like</i> to eat in the morning and if there are differences between the things they eat during the week and on the weekends. - Students will be asked to research popular breakfast options from different Latin American countries. Individually or in groups of two, students will focus on one particular breakfast food from an assigned country. Students will also pay attention to eating habits (specifically times and locations for breakfast) and preferred breakfast drinks (tea/coffee/juice/etc.). - As they research these foods and new terms, students are encouraged to add additional vocabulary to the binders in their glossaries and to the Unit’s word wall in the classroom.	<u>Tier 1 Resources/Materials:</u> - Research logs - Computers - Latin American Breakfast Menus
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.C.3 7.1.NH.A.7
- After doing their individual research, students will fill out a Venn Diagrams in their binders in which they’ll compare and contrast their breakfast meals with the typical Latin American breakfast they researched. Students will be asked to incorporate as much new vocabulary as possible. - Students will come back together and fill out a group Venn Diagram, comparing and contrasting American meals and Latin American breakfasts. We’ll look for any similarities or patterns	<u>Tier 2 Resources/Materials:</u> https://www.eater.com/2016/3/21/11196292/breakfast-mexico-city-guide-coffee-concha-fonda-eggs http://spanishsabores.com/2011/10/24/spanish-mealtimes-when-do-spanish-people-eat/ - Venn Diagram worksheet

- ex. flour-based meals (like pancakes) vs. masa-based meals (like tortillas or chips). Students will make hypotheses about why there may be differences in food preferences, how these may have grown, and which meals they'd prefer themselves.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.A.5 7.1.NM.B.5 7.1.NM.C.2
• Students will write short compare/contrast paragraphs in Spanish. They will be provided sentence starters or skeleton paragraphs to help with verbs or new grammatical structures. Students are encouraged to use new vocabulary and to look up new terms in addition to those we put on our word wall and personal glossaries. Students will submit rough drafts of these, make edits, and then hand in a final draft. • Students will also submit an image and short Spanish description of the Latin American breakfast they researched. This will be added to a Google Form where students can vote on the Latin American breakfast they would most like to try. (If possible, this will be provided for them to taste.)	<u>Tier 3 Resources/Materials:</u> • Computers • Research Log • Google Forms • Paragraph structure graphic organizer
STUDENT WORK PRODUCTS/ ASSESSMENTS: Breakfast research compare/contrast writing, Venn Diagram worksheet,	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Students will use Google forms to complete a vote and Google to do research on international breakfasts.

Unit 3:
Adjectives and ‘To Be’

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 1; CRP 4; CRP 12; 9.1.12.E.4; 9.1.12.F.3

NJSLS Technology: 8.1.12.A.3; 8.1.12.B.1; 8.2.12.C.2.

Interdisciplinary Connections: Social Studies - 6.2.12.D.6.a; English Language Arts - NJSLSA.SL2; NJSLSA.W4; NJSLSA.W2

Approximate Time Frame: 3-4 weeks

Big Ideas:

- Colors as adjectives, descriptive phrases, forms of “to be” in Spanish;
- Ofrendas and Día de los Muertos (FALL ONLY);
- Spanish artists and artistic contributions (SPRING ONLY)

Essential Questions:

- What are adjectives? What do they do in sentences?
- How is English grammar different from Spanish grammar in regards to adjectives? Why might that be? What other languages are like English/Spanish?
- What patterns emerge in Spanish in relation to number and gender? How does this pattern play out in adjectives?
- What is *Día de los Muertos*?*
- Where does *DDL*M come from? What cultural traditions does it pull from?*
- What rituals are part of *DDL*M? What do these acts offer people who celebrate the holiday? Do we have any “American” customs similar?*
- How does it feel to celebrate and remember loved ones in this way?*
- What do pop culture representations of holidays like *DDL*M offer to the population?*
- When we talk about “Spanish artists” who do we include? What constitutes art?^x
- Who are notable famous Latinx artists? What were their significant contributions?^x

- What themes emerge in many Latinx paintings? Why might these appear?^x
- What colors/descriptors can we use to talk about these pieces of art?^x

* Fall Semester only
^xSpring Semester only

Enduring Understandings:

- Students will understand that adjectives are parts of speech that help us describe nouns; they can refer to an object's size, age, smell, weight, color, etc.
- Students will understand that different languages operate by various grammar rules - not all systems work the way English does. The reason for these variations can be traced back to a number of factors, primarily the languages from which our modern ones grew. By looking at shared grammatical structures, we can not only see what languages are similar to ours, but what languages are related to ours philologically.
- Students will understand the passing on of loved ones is an event that many cultures around the world recognize through highly ritualized performances and commemorations. In parts of Mexico, families remember the deceased with *Día de los Muertos*. This holiday is an amalgamation of indigenous rituals and Christian practices that allows Mexican participants to feel close to their family/ancestors each year. (Fall only)
- Students will understand that Spanish/Latinx artists have made enormous impacts on classical and contemporary art. Their use of colors, mediums, and themes has helped usher in new ages of art and have served as symbols for underrepresented voices across the world.

COLORS AND SER	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.C.5
• Students will complete introductory and reinforcement exercises through the <i>Rosetta Stone</i> portal. They will also take notes in class on adjective placement as well as the verb <i>Ser</i> and when it should be used to describe objects (as opposed to the “to be” verb <i>Estar</i>). • Students will play games like Heads Up, Jenga, and Charades to reinforce knowledge and recall of vocabulary words.	<u>Tier 1 Resources/Materials:</u> • Games • <i>Rosetta Stone</i>
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.A.1 7.1.NH.A.7

	7.1.NM.A.5
Students will complete reinforcement worksheets that focus on grammar rules and new vocabulary. Students will apply their knowledge of terms by inferring meanings of sentences and filling in the blanks with vocabulary; they will also be asked to conjugate and use the verb Ser appropriately in complete sentences.	<u>Tier 2 Resources/Materials:</u> Worksheets
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.A.8 7.1.NH.A.7
- Students will take part in activities that will ask them to find and name objects in the room using colors as descriptive markers. Students will exchange information in the Target Language using the appropriate form of the verb Ser. Games like Eye Spy help reinforce these skills. - Students will make collages focused on specific colors and limit the images they use to foods, clothing, natural resources/images, clothing, etc. of a Spanish speaking country. Students will learn the terms for the objects they include in their collage and will write a short paragraph, in the Target Language, naming some of the items they chose and the colors depicted.	<u>Tier 3 Resources/Materials:</u> - Colored objects - Magazines/Images for collages
STUDENT WORK PRODUCTS/ ASSESSMENTS: <i>Rosetta Stone</i> exercises, Eye Spy oral assessment, reinforcing grammar worksheets, written tests at the end of units, daily Do Nows	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <i>Rosetta Stone on the computers</i>

DIA DE LOS MUERTOS (FALL ONLY)	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: NJSLSA.SL2. 7.1.NM.C.3 7.1.NM.A.4

- Students will create KWL charts in regards to <i>DDL</i>M and will include any misconceptions they may have about the holiday. The class will talk about where our knowledge of the holiday may come from (personal experience, movies, friends, family, etc.). - Students will receive readings and watch short clips about <i>DDL</i>M - specifically focused on <i>papel picado</i>, marigolds, <i>pan de muerto</i>, <i>calaveras</i>, and <i>ofrendas</i>. Students will also receive short excerpts on the cultural histories of <i>DDL</i>M. - Students will watch the movie <i>Coco</i> and answer comprehension/reflection questions about the film.	<u>Tier 1 Resources/Materials:</u> - KWL worksheet - Short Dia de los Muertos (DDL <i>M</i>) video clips <i>Coco</i> movie
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 6.2.12.D.6.a NJSLSA.SL2.
- The class will contrast the information they learn about <i>DDL</i>M with what they know about Halloween (as the holidays coincide) and also how communities in America recognize the passing of loved ones. Students will discuss the benefits of certain practices and what each of the rituals may offer to different communities. - Students will analyze <i>DDL</i>M through the lens of cultural history and look for connections to Aztec practices as well as more contemporary Catholic ones. Students will be asked to write about whether holidays we celebrate can be looked at through the same kind of lens.	<u>Tier 2 Resources/Materials:</u> - Halloween and DDL <i>M</i> information https://www.youtube.com/watch?v=JFt8-WdstQA - Día de los Muertos Doc https://www.youtube.com/watch?v=kAK7mRDuTO4 - Día de los Muertos Song
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.C.4 7.1.NM.B. 7.1.NM.A.5
Students will take part in constructing their own school-wide <i>ofrenda</i> in the main lobby. Students will learn how to make marigolds out of crepe paper. They'll also help make <i>papel</i>	<u>Tier 3 Resources/Materials:</u> - Crepe paper - Dough recipe

<i>picado</i> to decorate the <i>ofrenda</i> and will learn how to make <i>pan de muerto</i>. For the bread, students will receive recipes in partial- Spanish and will work together to make the dough. The teacher will bake this and bring it in for students to taste. (If possible, students may also take a trip to a local <i>tienda</i> to see the types of <i>pan</i> offered there for the holiday.) Students school-wide will be invited to print out/add photos to the lobby's <i>ofrenda</i>. By the end of the holiday, students will be asked to write a short reflection piece, discussing their own feelings about the building-process and the intentions behind it. Students will be asked to think about how the rituals affected them (if at all) or how it might affect someone who practiced this yearly.	Computers/paper
STUDENT WORK PRODUCTS/ ASSESSMENTS: Writing reflection piece, DDLM notes, <i>Coco</i> reflection questions	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers may be used for video clips, movie, and writing tasks

LATINX ART CULTURE (SPRING ONLY)	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: NJSLA.SL2
- Students will be asked to name as many Spanish/Latinx artists or related terms they may know. Students will write down what the class generates to refer back to at the end of the lesson. - Students will keep a running glossary of terms and names as we go and will be able to refer back to these in the future. Students will take notes on various styles of painting and art they may see as they research individual painters and will learn the Spanish translations for these terms. - Students will research the art of various Latinx artists, including Frida Kahlo, Joan Miro, Diego Rivera, El Greco, Picasso, Wilfredo Lam, and Jean-Michel Basquiat.	<u>Tier 1 Resources/Materials:</u> - Artwork from various artists https://www.youtube.com/watch?v=sfLKcyYKKtU - Frida Draw My Life http://www.chicagotribune.com/news/ct-day-of-the-dead-altar-diagram-spanish-english-20151029-htmlstory.html https://www.moma.org/learn/moma_learning/wifredo-lam-the-jungle-1943 https://www.biography.com/people/frida-kahlo-9359496 https://www.pablocicasso.org/

	• https://www.artsy.net/artist/joan-miro?page=1&sort=-partner_updated_at
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: NJSLSA.SL2
• Students will pick a painting/painter at random and research that piece or individual. Students will be asked to either recreate a version of the art piece assigned or create an original piece in the same style. • Students' art will be hung in the hallway as a type of Spanish art expo for the school.	<u>Tier 2 Resources/Materials:</u> • Computers for research • Art supplies for recreation
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: NJSLSA.W2. NJSLSA.W4. 7.1.NM.A.5
• Students will write short descriptions of the art assigned to them. They will use their color vocabulary and the new art terms they learned to create simple sentences about what they see in the paintings. In English, they'll be asked to write about their take on the painting, why they think it might be important to Latinx culture/art history, what it makes them feel, etc.	<u>Tier 3 Resources/Materials:</u> • Computer/Paper for writing task
STUDENT WORK PRODUCTS/ ASSESSMENTS: Recreated artwork/collage project, writing piece, worksheets, Latinx artist questions and research	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Students will write some tasks in English explaining their knowledge of Spanish culture. Computers will be used for many writing and research activities.

Unit 4:
Counting and Clothes

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP1; CRP6; CRP7; CRP8; CRP11; 9.1.12.E.4 ; 9.1.12.F.2; 9.1.12.F.3

NJSLS Technology: 8.1.2.B.1

Interdisciplinary Connections: Social Studies - 6.2.12.D.6.a; English Language Arts - NJSLSA.W2

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Clothing terms and Fashion culture in Latin America
- Counting vocabulary and grammar
- Soccer culture in Latin America
- Ser vs. Estar (to be)

Essential Questions:

- What is the difference between Ser and Estar in Spanish? Why are there two different verbs for “the same thing?”
- How do you know when to use Ser vs. Estar?
- How does weather and agriculture affect the clothes that people wear?
- How does history factor into clothing designs?
- Why is soccer so popular in Latin American countries? Who are some of the famous players and notable teams?
- How do soccer kits (or jerseys) serve as a marker of identity (either nationally, locally, or ideologically)? Do jerseys act the same way in the US? How do sports affiliations shape identity?
- How do soccer jerseys reflect national identity? How do flags or national symbols get incorporated into soccer kits? What do these colors represent?

Enduring Understandings:

- Students will understand the clothing a person wears can - intentionally or unintentionally - tell others a lot about that individual. The colors, fabric, and style of clothing reflect where we come from geographically and culturally. “Traditional” Latin American outfits can relate back to fabrics that were agriculturally plentiful or designs that have been passed down from indigenous ancestors. People who wear traditional outfits over more contemporary ones may do so intentionally to keep certain practices or cultures alive - others may do so out of necessity or upbringing.
- Students will understand how soccer is the most popular sport in most Latin American countries and many famous players, coaches, and tactics have emerged from Spanish-speaking communities. Understanding the cultural importance of soccer as a sport is vital to understanding local and national identities.
- Students will understand how soccer jerseys (much like football jerseys in the US) can help serve as identity markers. Kit designs for national teams often reflect the national flag or incorporate important national symbols. Club teams may do the same on smaller geographic, economic, or social scales.

VOCABULARY AND GRAMMAR	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.A.1 7.1.NM.A.3
• Students will complete introductory and reinforcement exercises through the <i>Rosetta Stone</i> portal. They will also take notes in class on the verb <i>Estar</i> and when it should be used. • Students will play games like Heads Up, Jenga, and Charades to reinforce knowledge and recall of vocabulary words.	<u>Tier 1 Resources/Materials:</u> • <i>Rosetta Stone</i> software • Games
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.A.4 7.1.NM.A.5
• Students will complete reinforcement worksheets that focus on grammar rules and new vocabulary. Students will apply their knowledge of terms by inferring meanings of sentences and filling in the blanks with vocabulary; they will also be asked to conjugate and use the verb <i>Estar</i> appropriately in complete sentences.	<u>Tier 2 Resources/Materials:</u> • Grammar reinforcement worksheets

Students will complete assignments that ask them to determine whether sentences need Ser or Estar. Students will need to analyze the content of the sentence to deduce what purpose the verb “to be” serves. Students will also receive assignments asking them to apply mnemonic devices to various complete sentences - they will have to categorize the sentences based on the memory tools.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.A.5 7.1.NM.B.5 7.1.NM.C.3 7.1.NM.C.4
Students will apply what they know about Ser and Estar to create study guides for one another. They will be responsible for breaking down the mnemonic devices discussed in class and creating posters that detail each different use of Ser and Estar. Groups will be assigned a part of each mnemonic and will need to explain it, provide examples, and decorate it to re-present the information for others in the class. These students will become experts on that use and help share their knowledge with the rest of the class.	<u>Tier 3 Resources/Materials:</u> - Study Guides - Presentation
STUDENT WORK PRODUCTS/ ASSESSMENTS: Ser and Estar mnemonic posters project, writing assignments including daily do nows, written test at the end, individual exercises and games, reinforcing grammar worksheets, oral assessments	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Using software for <i>Rosetta Stone</i> to learn forms of ser and estar

SOCCER KITS AND CLOTHING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.A.1 7.1.NM.A.3

• Students will look at various images of “traditional” outfits from Latin American countries. We’ll discuss how these reflect geography, climate, and available resources. Students will practice naming the items of clothing with vocabulary they know. Additionally vocabulary for specific items will be provided and should be added to the ongoing glossary in their binders. • Students will receive a short <i>Rosetta Stone</i> reading on soccer culture in Spanish Speaking countries. The class will look at infographics to help get a better idea of how many people play soccer, its level of spectator popularity in Latin American countries vs. in the US, and the amount of money professional players make vs. professional athletes for other sports in the US. • Students will be shown various soccer kits for national and club soccer teams in Latin American and will be asked to use their knowledge of clothing and color vocabulary to describe what they see (both orally and in writing). Additional vocabulary to discuss designs (stripes, checkers, etc.) or images (eagles, flags, stars, etc.) will be provided and added to the glossary in students’ binders.	<u>Tier 1 Resources/Materials:</u> • Images of outfits • <i>Rosetta Stone</i> • Soccer kits
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: NJSLSA.W2 7.1.NM.B.5
• Students will be asked to hypothesize why soccer may be a more popular sport outside the United States. Students may suggest ways it could be made more popular here or could offer reasons why it won’t be as popular as other sports. • Students will pick (either at random or preference, depending on the student’s interest level) a national soccer team from a Spanish speaking country. Students will research the full kit (including cleats, warm up gear, regular jerseys etc.) and write	<u>Tier 2 Resources/Materials:</u> • Research on computer • Writing on computer • https://www.dezeen.com/2018/06/14/fifa-world-cup-2018-kits-32-teams/ - Soccer jerseys from 2018 World Cup

up short Spanish descriptions of what they see. Students will also research local or national flags to find similarities and differences between these and the outfits. Students will be invited to discuss/write why the outfits may reflect the flag, what purpose this serves, and how it is done.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 8.1.2.B.1 6.2.12.D.6.a
Students will imagine that they are designers and have been asked to create the full outfits for the next Copa Mundial/World Cup. Students will need to take into account/write about all aspects of the outfit (from shoes and socks to shirts and jackets). They will need to keep in mind any images or colors that are of national importance and should try to incorporate these. Students can sketch outfits out on paper or can create samples digitally. With the designs, students will submit a short Spanish paragraph detailing the articles of clothing they included in the outfit, the colors of each, and any connections the outfit may have to the national flag.	<u>Tier 3 Resources/Materials:</u> - Outfit creation using images from the internet or magazines - Writing a short paragraph on the computer - Paper for drawing or digital art on computers https://mhinfographics.com/tag/infographic/ - Soccer infographics https://www.statista.com/chart/10042/the-most-popular-spectator-sports-worldwide/ - Popular Spectator Sports Infographic https://www.statista.com/chart/11767/instagrams-biggest-sports-stars/ - Instagram's Biggest Sports Stars Infog. https://www.statista.com/chart/3496/the-worlds-highest-paid-sports-teams/ - Highest paid sports teams https://thekojonnamdishow.org/shows/2014-05-28/futbol-soccer-history-and-politics-latin-america - Soccer History and Politics in Latin America
STUDENT WORK PRODUCTS/ ASSESSMENTS: Soccer outfit redesign, <i>Rosetta Stone</i> vocabulary exercises and resources	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for digital art and assignments. History of soccer in different countries versus America

Unit 5:
Family Members and Family Structures

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP6; CRP7; CRP8; CRP11; 9.1.12.E.4; 9.1.12.F.2; 9.1.12.F.3

NJSLS Technology: 8.1.2.B.1; 8.1.12.C.1; 8.1.12.E.1; 8.1.12.F.1

Interdisciplinary Connections: Social Studies - 6.2.12.C.6.b; 6.2.12.B.6.a - English Language Arts - NJSLSA.W3.; NJSLSA.W4.; NJSLSA.L4.

Approximate Time Frame: 1-2 weeks

Big Ideas:

- Family members, values, and structures in Latin America;
- Possessive adjectives;
- Math vocabulary and numbers 6-20;
- Economic influence on family living

Essential Questions:

- Is there such thing as a “typical American” family today? If so, what does it look like? If not, what are some reasons for it not existing?
- What are some traditions that your family celebrates? What moments does your family mark as special?
- What is a sweet sixteen? How is it similar to a quinceañera? How are the two different? Are they like bar/bat mitzvahs? How do these three groups recognize these ages? What do these birthdays represent for each group? How do they mark the occasion?
- What is an “intergenerational family”? What does it mean to live in an intergenerational household?
- What are some benefits to living with extended family members? What might some drawbacks be?
- Why might people live with grandparents? What type of factors can come into play when dealing with older relatives?
- Do some cultures seem to value the elderly more than others? Why or why not?
- How are possessives different in Spanish than in English? What does the grammatical structure cause us to do or think about?

Enduring Understandings:

- Students will understand that every family is different - sometimes they're made up of a mom, dad, and children; sometimes there is only one parent or two parents of the same gender; sometimes aunts, uncles, and grandparents live in the house as well. Family structures change depending on culture, tradition, economics, etc. but all families are important in providing support, love, and communities.
- Students will understand that families often have traditions that they celebrate together or with broader communities (connected by family, religion, language, politics, work, etc.). These traditions make up a part of the individual's identity and can be meaningful insights to cultural and familial values.
- Students will understand that intergenerational families have been an important part of Latin American culture (as well as important parts of other cultures around the world). In the past, this was primarily due to religious affiliations and teachings - now however, many Spanish speaking countries are seeing a return to the trend due to economic difficulties.

VOCABULARY AND GRAMMAR	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.B.4
● Students will complete introductory and reinforcement exercises through the Rosetta Stone portal. They will also take notes in class on possessive adjectives and how to show relationship/ownership between people or things. ● Students will also learn math vocabulary and practice reciting numbers 1-20. ● Students will learn the mechanics behind verb conjugation. Students will take notes on the process and practice changing verbs to match with the appropriate pronoun. ● Students will play games like Heads Up, Jenga, and Charades to reinforce knowledge and recall of vocabulary words.	<u>Tier 1 Resources/Materials:</u> ● <i>Rosetta Stone</i> ● Games
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.5 7.1.NM.C.3

• Students will complete reinforcement worksheets that focus on grammar rules and new vocabulary. Students will apply their knowledge of math terms and numbers to complete short addition and subtraction equations orally and on paper. Students will create new equations to share with one another. • Students will apply their knowledge of terms by inferring meanings of sentences and filling in the blanks with vocabulary; they will be asked to apply their knowledge of verb conjugation to change infinitive verbs into a conjugated state. To do so, they will need to recognize pronouns (or analyze sentence subjects) to apply the appropriate changes. Students will practice this on paper as well as through oral activities and sentence building. • Students will apply their knowledge of family vocabulary to “read” family trees. Students will be presented with questions about the tree at hand and they will need to draw connections between family members to create complete sentences as answers (Ex. Who is the grandmother of Clara? Maritza is the grandmother of Clara.)	<u>Tier 2 Resources/Materials:</u> • Worksheets • Family tree examples
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: S7.1.NM.C.4
• Students will create their own family photo albums on Google Slides. They can choose to create an album about their own families or about a famous real/fictional family. Students will write sentences showing relationship by incorporating possessive adjectives and will use the family vocabulary they’ve learned early in the Unit. Students will present their photo albums to the class, reading their Spanish sentences and practicing pronunciation.	<u>Tier 3 Resources/Materials:</u> • Family photo album examples • Google Slides/Computers

STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral assessments, worksheets, <i>Rosetta Stone exercises</i> , final tests, Family Photo Album slideshow, Family Tree “readings”	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Google Slides, Chromebooks, family tree templates, ancestry/history
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FAMILY STRUCTURES AND TRADITIONS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.A.3 7.1.NH.A.4
- The class will work together to guess at the meaning of terms like “nuclear family,” “polyamorous families,” “intergenerational families,” “polygynous families,” “communal families” and “unrelated families.” As a class, we’ll break down some of the words and look at examples of what each family may look like/where they may be found. The class will be able to share their thoughts/questions. - The students will read an article on the importance of intergenerational families in Latin American cultures and what some of the reasons for their prominence have been and are today. As a class, we will read the Spanish Children’s book <i>Cuadros de mi Familia</i>.	<u>Tier 1 Resources/Materials:</u> <i>Cuadros de mi Familia</i> https://www.globalcitizen.org/en/content/13-amazing-coming-of-age-traditions-from-around-th/ - Coming of Age traditions https://www.ncronline.org/news/people/family-realities-changing-argentina https://wehavekids.com/family-relationships/Around-the-World-in-Search-of-Different-Forms-of-Family
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.A.7 7.1.NH.A.8 6.2.12.C.6.b
- Students will be assigned individual pages from <i>Cuadros de mi Familia</i> and will be asked to annotate the page for familiar phrases/vocabulary. Students will be asked to create a glossary for new and important vocabulary as well. - Students will be asked to compare the image and description relayed in their pages to an experience they might have had or	<u>Tier 2 Resources/Materials:</u> <i>Cuadros de mi Familia</i> - Images

witnessed in their own communities. Students will be asked to think about how the event is similar and how it is different from their own experiences.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 6.2.12.B.6.a NJSLSA.W3. NJSLSA.W4. NJSLSA.L4
Students will be responsible for writing a short collection of sentences about the image that accompanies the pages they were assigned. Students can focus on family members present, activities that characters are in the middle of, the clothing worn by those depicted or the colors they see. Advanced students can be encouraged to create a more coherent first-person narrative of their own about the image while students who struggle can fall back on simpler sentences that incorporate more familiar vocabulary words.	<u>Tier 3 Resources/Materials:</u> Sample work
STUDENT WORK PRODUCTS/ ASSESSMENTS: <i>Cuadros de mi Familia</i> Compare and Contrast Reflection, <i>Cuadros de mi Familia</i> rewrite, Coming of Age reflection	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for writing tasks

COMING OF AGE TRADITIONS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 6.2.12.B.6.a 6.2.12.C.6.b
The class will discuss at what age a person becomes an adult. They'll use their prior knowledge of laws, behaviors, expectations, etc. to approximate an age and support their claims. Students will discuss who determines this age and whether they believe it is an accurate number.	<u>Tier 1 Resources/Materials:</u> Paper/Computers

Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs:
Students will split into groups and be assigned one culture's recognition of adulthood (bar/bat mitzvahs, sweet sixteens, quinceañeras, walkabouts, hamar cow jumping, bullet ant trial, masai warrior camps, seijin-no-hi, and rumspringa). Students are to research the event and complete a questionnaire about the tradition.	<u>Tier 2 Resources/Materials:</u> Computers for research
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: L.9-10.5 L.9-10.5a
Students will put their information into a collaborative Google sheet or document and use the compiled data to recognize trends or shared rituals. Students will calculate the median age of adulthood, based on the ages mentioned in each ritual, and will compare the factors that determine this age (religion, law, puberty, etc.). Students will then discuss whether their discussion of adulthood matches up to those they researched. Students will write a short response arguing for or against a particular age and ritual.	<u>Tier 3 Resources/Materials:</u> Google Sheets/Docs
STUDENT WORK PRODUCTS/ ASSESSMENTS: Questionnaire, Coming of Age research	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for writing tasks, history of laws and behaviors in an area

Unit 6:
In The House

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: 9.2.12.C.4; 9.1.12.F.2; 9.1.12.F.3; CRP1; CRP6; CRP7; CRP8; CRP9; CRP11

NJSLS Technology: 8.1.2.B.1; 8.1.12.C.1; 8.1.12.E.1; 8.1.12.F.1

Interdisciplinary Connections: Social Studies 6.2.12.C.6.b; 6.2.12.D.6.a - Language Arts Literacy NJSLSA.SL3; NJSLSA.SL1.; RL.9-10.6.; Visual and Performing Arts 1.3.12.D.1

Approximate Time Frame: 1-2 weeks

Big Ideas:

- Types of homes and living arrangements;
- household vocabulary (including rooms and furniture);
- Prepositions

Essential Questions:

- What are prepositions? What purposes do they serve in sentences? Why might prepositions be important in this Unit specifically?
- Do houses in the US look the same? Do they all have the same types of rooms? If so, what rooms do they share? What “extra” rooms might they have? Why might they have these?
- Are rooms of the same type always used for the same purposes? For example, some people eat in their dining room, while others use it for holidays only, while others may not have one at all.
- Why might some houses be designed differently? Why might they have steep roofs or open courtyards? How does geography affect materials and designs?
- What does the typical home look like in Mexico? In Argentina? in Uruguay? Are they all the same? How might they be different from each other? How might they be different from homes where we live?
- What can differences in a home’s layout tell us about the culture it was built for?

Enduring Understandings:

- Students will understand that prepositions are parts of speech that tell us where things are in relation to other objects. Prepositions can be used to talk about time, place, and direction etc. For us, prepositions allow us to get more specific with our sentences and build our descriptions beyond simple adjectives.
- Students will understand that houses look different no matter where you go - sometimes, this is a product of the architect or homeowner's tastes, but oftentimes, the distinctive features of houses reflects the values of the people who live there. Some homes have two kitchens to comply with religious rules; some homes have libraries or offices for quiet work spaces; some have solar panels on their roofs to promote alternative energy. Many homes in Latin America have distinct layouts and designs that reflect the history and cultural values of the communities there.
- Students will understand that cultural and familial differences are to be recognized, respected and valued. Not all families operate the same as our own, and we can often see these differences in the way that households word. Rooms, rules, and routines change from home to home and offer insights into ways of life that are different from our own.

PREPOSITIONS AND VOCABULARY	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.A.2 7.1.NM.A.4 7.1.NM.C.3
• Students will complete introductory and reinforcement exercises through the <i>Rosetta Stone</i> portal. Students will take notes on prepositions and how they are used in Spanish. Students will put this knowledge into practice by discussing the location of various classroom objects in relation to other items. • Students will play games like Heads Up, Jenga, and Charades to reinforce knowledge and recall of vocabulary words.	<u>Tier 1 Resources/Materials:</u> • <i>Rosetta Stone</i> • Games
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.A.5 7.1.NM.B.2 NJSLSA.SL3

- Students will complete reinforcement worksheets that focus on grammar rules and new vocabulary. Students will apply their knowledge of prepositions and new vocabulary by completing scavenger hunt activities both in the classroom and as worksheets. Students will be given clues about items whereabouts in the form of prepositions and they will need to find the items by following the instructions and clues carefully. In worksheet form, students will need to look for specific objects in an image by following the preposition clues. - Students will apply their knowledge of terms by inferring meanings of sentences and filling in the blanks with vocabulary; they will be given images of household scenes and will need to fill in the blanks with the appropriate vocabulary terms or preposition.	<u>Tier 2 Resources/Materials:</u> Worksheets
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.C.4 7.1.NM.C.5 NJSLSA.SL1.
- Students will be invited to create their own mini scavenger hunts; these can be image based or they can take place physically inside the classroom. Students will be responsible for providing step-by-step clues for physical hunts or will need to create clear and complete sentences hinting at the location of various objects hidden in their chosen picture. - Students will play games of “No lo tengo” (a form of Go Fish) to practice using various household item terms and grouping them into the appropriate room. Students will receive cards with a household item on it. They will need to ask other players for specific items or pick up from the deck until their hand is comprised of items related to only one type of room. The first place to have a complete hand wins.	<u>Tier 3 Resources/Materials:</u> Scavenger hunts

STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments (informal) including Vocabulary use and Recognition, “No lo tengo” game, and Prepositions in sentences, worksheets reinforcing grammar, tests at the end of a unit	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for webquest/writing
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COMEMOS EN LA TINA	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: RL.9-10.6. 6.2.12.C.6.b
- Students will complete a webquest on home style and features in Mexico and other Latin American countries. Students will pay specific attention to major aesthetic designs like the Spanish Villa, the Adobe houses, Mission-style homes, and Hacienda ranches. Students will also learn about the prominence of interior gardens, flat roofs, colorful exteriors, etc. - As a class, students will read the book <i>Comemos en la Tina</i>, a Spanish children’s book that highlights how families use rooms in a house differently. Students will draw reading maps of the home in the story and include the activities associated with each room. Students will then complete the same map for their own homes and write sentences about what each room is used for.	<u>Tier 1 Resources/Materials:</u> <i>Comemos en la Tina</i> - Webquest worksheet/online https://www.hunker.com/13412579/types-of-mexican-homes - Design styles https://www.house-design-coffee.com/mexican-house-design.html - House features
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 6.2.12.C.6.b 6.2.12.D.6.a 1.3.12.D.1
After learning about the different types of homes found in Mexico, students will be invited to sketch the layout of their own Mexican-inspired home. Students will draft a view of the	<u>Tier 2 Resources/Materials:</u> Draft/Map drawing materials

interior and label the rooms and a number of items inside them with the appropriate Target Language terms. Students will also be invited to sketch the exterior of the house to incorporate any colors, decorations, or outer features. Students can either focus their design on one specific style of home or can choose to combine various features.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: NJSLSA.SL1. 6.2.12.D.6.a 7.1.NM.C.4
Students will be responsible for writing a short reflection on the webquest and their home sketching project. Students will explain, in the Target Language, what rooms they chose to include in their home design, what objects they placed in those rooms, and what aesthetic/exterior features they added (if any). Students will be asked to incorporate a number of prepositions into their writing as well.	<u>Tier 3 Resources/Materials:</u> - Webquest - Writing paper/Google Doc
STUDENT WORK PRODUCTS/ ASSESSMENTS: Writing assignments including a webquest reflection and house design walkthrough, projects including house design drawings, Maxican Home Webquesti, and <i>Comemos en la Tina</i> House Maps	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for research

Unit 7:
Places and Pen Pals

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP1; CRP6; CRP7; CRP8; CRP11; 9.1.12.E.4 ; 9.1.12.F.2; 9.1.12.F.3

NJSLS Technology: 8.1.2.B.1; 8.1.12.C.1; 8.1.12.E.1; 8.1.12.F.1

Interdisciplinary Connections: Social Studies - 6.2.12.C.6.a; English Language Arts - RL.9-10.2.; RL.9-10.3; RL.9-10.5.; RL.9-10.6; NJSLSA.W3.; NJSLSA.W4.; NJSLSA.W5.

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Distance/Location;
- “near to” and “far from;”
- Latin American geography;
- Letter writing and introductions;
- Spanish Civil War

Essential Questions:

- How many countries are we talking about when we say “Latin America?” How big is “Latin America” in relation to the United States? How many people live there?
- How do maps represent the United States compared to other countries? Is this an accurate representation? What might some problems with maps be?
- How do we give directions to people in the US? Do we talk about distance in terms of time traveled or mileage? Would you mention landmarks (like shops) or street signs?
- How can the internet be used as a tool to help us situate ourselves on a map? What sites can we use? How do we navigate them?
- What is a pen pal? What value did pen pals have in the past? Are they still valuable today? Why or why not?
- What information would you share with a pen pal? How would you introduce yourself to someone new?

- What is the Spanish Civil War and why is it still relevant to Spaniards today? Why are people still making art about it?
- How can we “read” movies as a way of teaching us about the past *and* the present?

Enduring Understandings:

- Students will understand that on most maps we see, North America (but even simply the US) takes up most of the center space. In these graphics, the size of other countries is often skewed and makes it difficult to understand the amount of space other countries control. This can interfere with how we view other countries in terms of their influence, importance, and value.
- Students will understand that Latin America is home to over 650 million people and is comprised of 33 countries and dependencies. Many of the major cities within those countries have histories that date back further than famous European cities like Paris or London.
- Students will understand that Google Maps is an invaluable tool when it comes to learning about another country. You can use the site for more than finding your way around town - its street view allows you to see what everyday life looks like all around the world. Google, when used properly, can also be used to help you better understand the “vibe” of a neighborhood, its local culture, and how best to get around.
- Students will understand that although we don’t often learn about wars the US was not a player in, having knowledge of other countries’ struggles can help us draw a more comprehensive picture of world history. The Spanish Civil war, which predated World War II, can be read as a precursor to the latter. It also had a lasting effect on Spaniards that can still be felt today.

NEAR/FAR AND GRAMMAR	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NM.A.1 7.1.NM.A.3
• Students will complete introductory and reinforcement exercises through the Rosetta Stone portal. Students will take notes on the terms “near to” and “far from” as well as other, new, prepositional phrases. • Students will spend more time learning about the geography and location of various Latin American countries and Spain. • Students will play games like Heads Up, Jenga, and Charades reinforce knowledge and recall of vocabulary words.	<u>Tier 1 Resources/Materials:</u> • <i>Rosetta Stone</i> • Games
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NM.B.4 7.1.NM.B.5

- Students will apply their knowledge of “near to” and “far from” by completing map puzzles. Students will be given maps with blanked out buildings. Using a list of Spanish clues with the phrases “near to,” “far from,” and other new prepositions, students will be able to fill in the buildings with the appropriate store names. - Students will engage in oral exercises wherein they will be given two Latin American countries and they will need to create sentences that describe the two’s distance and/or location in relation to the other.	<u>Tier 2 Resources/Materials:</u> https://www.buzzfeed.com/hnigatu/19-maps-that-will-help-you-put-the-united-states-in-perspective?utm_term=.fdyZRbWO15#.gvjGeYZOB2 - Map Equivalencies http://worldpopulationreview.com/continents/latin-america-population/ - Populations
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NM.C.4 7.1.NH.A.7
Students will complete a Geoguessr webquest. Via the Geoguessr site, students will be given a street view of a city. Students will need to navigate the Google site to look for landmarks or clues to help them guess the correct city on a Google Map. The closer their guess is to the actual location, the higher their score. Students will write down the location of their five clues and use these to answer questions, in the Target Language, about relational distance.	<u>Tier 3 Resources/Materials:</u> - Google Maps - Google Sites
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments including Vocabulary use and Recognition, “Near to”/”Far From” Country exercises, Worksheets reinforcing grammar lessons, <i>Rosetta Stone</i> individual exercises and games, Written test at the end of the unit, Projects including Geoguessr Webquest, Writing assignments including Geoguessr questions	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for <i>Rosetta Stone</i> activities, Webquest, and questions

SPANISH CIVIL WAR AND PEN PALS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies	Tier 1 CPIs:

(Knowledge/Comprehension)	6.2.12.C.6.a RL.9-10.2.
• Students will watch brief videos about the Spanish Civil War and define a short list of relevant terms. Students will also be given readings about the war and how its impact continues to reemerge in modern cinema. • Students will be given viewing packets to complete as they watch the movie <i>Pan's Labyrinth</i>. They will be responsible for keeping a glossary/dictionary of repeated terms and answering comprehension questions in regards to the plot of the film.	<u>Tier 1 Resources/Materials:</u> • <i>Pan's Labyrinth</i> video • https://www.richardsilverstein.com/2007/01/19/pans-labyrinth-allegory-of-spanish-civil-war/ - Pan's Labyrinth Allegory • https://www.youtube.com/watch?v=Yw-OxbtF1iY - Ten Minute History • https://www.youtube.com/watch?v=05_tghbhlM&t=390s - Feature History
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: RL.9-10.2. RL.9-10.3. RL.9-10.5. NJSLSA.W5
• Students will be presented with an example of a Pen Pal letter in Spanish. As a class, we will break down the information provided by the letter writer and what language or phrases is used to convey these facts. Students will also be asked to annotate the text by underlining verbs, circling new terms, and marking important idioms. • After the movie <i>Pan's Labyrinth</i>, the class will discuss whether a movie like this could be made about the American Civil War. Students will have the opportunity to voice their opinions and try to imagine what a film like that might look like.	<u>Tier 2 Resources/Materials:</u> • Pen Pal letters
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: RL.9-10.6. NJSLSA.W3. NJSLSA.W4. NJSLSA.W5

Students will imagine that they are Ofelia from <i>Pan's Labyrinth</i>. They are to write a Pen Pal letter in the first person, as if they were this character. They are to include the details outlined and annotated in the example we read through and translated together. Students will be asked to incorporate new vocabulary they learned from the movie as well as examples of “near to” and “far from.” Students are encouraged to include details from the movie in the letter and will be provided sentence starters/useful phrases to this end. Students will work on these in draft form and submit a rough copy before editing their work and handing in a final version.	<u>Tier 3 Resources/Materials:</u> Pen Pal letters
STUDENT WORK PRODUCTS/ ASSESSMENTS: Pen Pal Project, Pen Pal Annotations writing assignments, <i>Pan's Labyrinth</i> Pen Pal Letter, Spanish Civil War reflections	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for writing responses and

Unit 8:
States and Superstitions

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices:

NJSLS Technology: 8.1.2.B.1; 8.1.12.C.1; 8.1.12.E.1; 8.1.12.F.1

Interdisciplinary Connections: Social Studies - 6.2.12.C.6.d; 6.2.12.D.6.a; English Language Arts - NJSLSA.W2.; NJSLSA.W4.; NJSLSA.W5.; NJSLSA.W9.; NJSLSA.SL2.

Approximate Time Frame: 1-2 weeks

Big Ideas:

- Idiomatic phrases;
- Describing states of being (hunger, thirst, etc.);
- Physical descriptions;
- Editing skills;
- Cultural traditions/superstitions

Essential Questions:

- Are there phrases we use in English that don't translate -exactly-? What are idioms? How do we understand what they mean or how to use them?
- Are there phrases in other languages that don't translate perfectly? How should we learn these/how should we learn to use these?
- How do we express feelings or states of being in English? How is this different than in Spanish? What can that tell us about the role of the individual in each language?
- What are the things you want or need when you feel sick? How does this relate to ideas or traditions passed down to you (either from family members, friends, or society at large)?
- How do we handle being sick in the US? What does it mean to be sick? How do we treat sickness?

- How do people or societies outside the US diagnose or treat people who are sick? Are remedies different? If so, do those differences make them less effective?

- What makes something a “superstition” and what makes it a “home remedy?”

Enduring Understandings:

- Students will understand languages are constantly growing and evolving. Every year, new words are added to English dictionaries to keep up with a morphing lexicon. Often, the words or phrases we use to describe things don’t match up literally with what we mean. We learn these idioms by hearing them and the contexts in which they’re used. Learning Spanish phrases that don’t translate perfectly for us can be achieved in much the same way.
- Students will understand in English, we talk about thirst/hunger/fear/etc with the verb “to be” (I **am** thirsty; I **am** hungry). In Spanish, speakers use the verb “to have” (I **have** thirst; I **have** hunger). While the change is small in construction, it can have lasting effects on the speaker’s mentality in regards to the role of the individual. Language constructs (in Spanish and other languages) can sometimes separate the speaker from certain states or actions, reducing the role of the individual.
- Students will understand the cultures we grow up with - and the traditions associated with those cultures - have lasting impacts on us as individuals. We can often see those impacts when we look at the things we want or like when we are hungry/thirsty/tired/sick. Home remedies or superstitions passed on to us from our family members are a perfect example. Groups all around the world have different ways to address sickness and, although we may prefer one method over another, learning about different ways to help one another allows us insight into cultural traditions.

DESCRIPTIONS AND GRAMMAR	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.A.7 7.1.NH.A.8 7.1.NH.A.5
• Students will complete introductory and reinforcement exercises through the <i>Rosetta Stone</i> portal. Students will take notes on the construct “when I feel/am/have...” and will pay particular attention to phrases that require the verb <i>tener</i> vs. the ones that need <i>estar</i>. • Students will complete games like Heads Up, Jenga, and Charades to reinforce knowledge and recall of vocabulary words.	<u>Tier 1 Resources/Materials:</u> • <i>Rosetta Stone</i> • Games

Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.C.2
- Students will play games like Guess Who and Whodunnit to apply their new vocabulary in complete sentences. With Guess Who, students will split into two teams and each will select a character from the game board. Teams will ask questions in Spanish to eliminate possible characters until they can guess who the other team selected. Students will need to incorporate new terms regarding hair color, glasses, facial hair, etc. - In Whodunnit, students will be given the eyewitness description of someone who saw a “crime” committed. Students will examine cartoon lineups of possible suspects and eliminate innocent participants who do not fit the provided description. Students will need to recall color and clothing vocabulary from previous units as well as activate new vocabulary related to physical descriptions.	<u>Tier 2 Resources/Materials:</u> - Games - Cartoon strips
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.C.3 NJSLSA.SL2.
Students will have the opportunity to draw their own Superheroes. Students will be given prewriting sheets to brainstorm details like height, hair color, hometown, superpowers, outfit style and colors, etc. Students will write a rough draft paragraph about their superhero and submit these for editing. Students will also have the opportunity to sketch out their hero or design it on the computer. Students will receive copies of their rough drafts and will work in pairs to peer edit while the teacher works to edit the original. Students will receive both the peer edit and the teachers edit before the deadline for final drafts.	<u>Tier 3 Resources/Materials:</u> - Drawing materials - Writing Paper/Google Docs

STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments including vocabulary use and recognition, Guess Who game, Whodunnit game, Worksheets reinforcing grammar lessons, <i>Rosetta Stone</i> individual exercises and games, Written test at the end of the Unit, Writing Assignments including a Superhero rough draft, edit, final draft, Projects including a Superhero paragraph and sketch	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Digital or Drawing artwork creation of superhero comic strips
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FAVORITE THINGS/HOME REMEDIES	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: NJSLA.W9. 7.1.NH.A.3
- Students will brainstorm some of the things they like when they're hungry/thirsty/feeling sick. We'll work together to define "home remedy" and "superstition." Students will have a chance to differentiate the two and determine what makes something one but not the other. - Students will be given a short webquest of Latinx home remedies. Students will write down the prescribed ingredients/activities related to different ailments.	<u>Tier 1 Resources/Materials:</u> - Webquest - Superstitions in Rio Grande article - https://www.jstor.org/stable/533423?seq=3#page_scan_tab_contents - Latino Home Remedies - https://www.huffpost.com/entry/home-remedies_n_1543909?slideshow=true#gallery/203886/0 - Latino Home Remedies 2 - http://www.latina.com/lifestyle/health/10-home-remedies-every-latino-swears
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 6.2.12.D.6.a 6.2.12.C.6.d
Students will be invited to fill out a short questionnaire/slideshow about the things they prefer when they are in various states of being (thirst/hunger/exhaustion/cold, etc). Students will be invited to share these.	<u>Tier 2 Resources/Materials:</u> Questionnaire/Slideshow

Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.A.5 NJSLSA.W2. NJSLSA.W4. NJSLSA.W5.
Students will create short skits related to one of the home remedies they researched in their webquest. In pairs, one student will be the person with the ailment and the other will provide the cure. Students will incorporate the grammar associated with states of being and will provide their classmates with new vocabulary related to the cure at hand. Students will act out their skit and pay particular attention to grammar and pronunciation.	<u>Tier 3 Resources/Materials:</u> Skit material
STUDENT WORK PRODUCTS/ ASSESSMENTS: Personal preferences questionnaire, Home remedy webquest, Home remedy sketch performance, Home remedy skit	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers to complete Webquests and writing tasks

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<i>(content, process, product and learning environment)</i> Extension Activities Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Use of Higher Level Questioning Techniques Provide assessments that require higher level thinking Varied Lexile levels of reading Increased production in writing assignments	Modifications for Classroom World Language-Centered Language Development. Instructional Supports: Hands-on materials -bilingual dictionaries -visual aids -teacher made adaptations, outlines, study guides -varied leveled texts of the same content Modifications for Homework/Assignments <i>Preparing students for the lesson:</i> • Building Background Information through brainstorming, semantic	<i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i> Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments.	Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments.

Substituting written texts with project based learning Varying time requirements to complete assignments Student-directed learning/ independent studies Extension Activities Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Use of Higher Level Questioning Techniques Provide assessments that require higher level thinking Learning Agendas/Contracts Flexible Grouping:	webbing, use of visual aids and other comprehension strategies. • Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech. • Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in Spanish. • Concept Development- Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses. • Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc	Student may request books on tape / CD / digital media, as available and Varied Lexile levels of reading • Increased production in writing assignments • Substituting written texts with project based learning • Varying time requirements to complete assignments Student-directed learning/ independent studies appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist students with long and short term planning of assignments Provide regular parent/ school communication Teachers will check/sign student agenda daily Modifications for Homework and Assignments	Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist students with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device
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http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy Jigsaw Activities: http://www.adlit.org/strategies/22371/	Presenting the Lesson • Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction. • Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication. • Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance. • Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful. Modified Assignments	Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments. Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions. Distribute study guides for classroom tests. Establish procedures for accommodations and modifications for tests	Modifications for Homework and Assignments Extended time to complete assignments. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.
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	Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed Highlight key vocabulary Use graphic organizers Additional Resources CanDo Descriptors - https://www.wida.us/standards/CAN_DOs/ Colorin Colorado - http://www.colorincolorado.org/educators/ WIDA - https://www.wida.us/		
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