

Spanish 2
CURRICULUM GUIDE
2019-2020

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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 2 Curriculum Guide is to provide an introduction to the Spanish language. The Spanish 2 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 2
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. 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.
Core Instructional Materials (including digital tools)	<i>Rosetta Stone.</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 2 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
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	- 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 2 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	Upon completion of Spanish 2, students will have developed the following NJSL 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

Computational Thinking – Programming	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 (NJSL) - Foreign Language	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.Meals and Times of Day	2-3 weeks
	2. Days and Months	2-3 weeks
	3. School Culture	3-4 weeks
	4. Daily Routine	2-3 weeks
	5. Needs and Wants	1-2 weeks
	6. Comparatives and ‘Gustar’	1-2 weeks
	7. Superlatives and Infographics	2-3 weeks
	8. Demonstrative Adjectives and Difference	1-2 weeks
Benchmark Assessments	All students take standardized midterms and finals. Other assessments are indicated throughout the units of study.	

Unit 1:
Meals and Times of Day

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: Language Arts - NJSLS.W9; NJSLS.W4; NJSLS.W.5

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Spanish I Review;
- Times of day;
- Transitional phrases;
- Food culture and meal time in Spain

Essential Questions:

- How do Americans break up their days? What constitutes “morning,” “afternoon,” and “night?” What times would we assign to these terms?
- Are time frames different in other countries? How might someone in Spain divvy up the day?
- How do greetings in Spanish change depending on the time of day? Does this occur in English? Did it ever?
- What phrases help show passage of time in conversation or writing? How do we incorporate them into what we say?
- How many times do you eat throughout the day? What are you eating? How many meals do we acknowledge in the US?
- How much time do you spend at the dinner table or while eating at a restaurant?
- What are people’s eating habits in Spain? What foods do they eat and when? How many meals do they account for during their day? When do they eat them and with whom?
- How much time is set aside for socialization - especially over or around food - in Spain? Is this different than in the US? What might some of the effects of this be? What inferences can we draw about societies at large based on food cultures?

Enduring Understandings:

- Students will understand that traditional Spanish greetings are time-oriented and therefore change to reflect the time of day. These segments of time may square up differently to American time frames of “morning,” “afternoon,” and “night.” Paying attention to these variations can help highlight differences in the way a Spanish-speaker’s day is scheduled and oriented.
- Students will understand that transitional phrases help us move from one thought to the next in a longer oral or written exposition. Using transitional phrases correctly allows us to connect our sentences or ideas cleanly.
- Students will understand that Americans’ diets typically revolve around “three square meals.” Oftentimes, breakfast and lunch are smaller compared to dinner, which is the heaviest meal of the day. Work days limit the time spent eating lunch, resulting in the meal often being skipped by many adults/professionals. Although it’s considered more “health conscious” to eat small snacks throughout the day, snacking is sometimes considered a bad habit. Americans are also accused of rushing through their meals - a typical dinner can be served and consumed in the span of a half hour. Food and meal culture varies from one place to the next and can help provide insight into a group’s social mindset. In Spain, the average person eats close to six small meals every day and students are often allowed 1-3 hours to go home and eat lunch (the largest meal of the day). Dinners are not served until almost 10 PM and can go on for hours as diners spend time eating, drinking, and talking.

TIME PHRASES AND GRAMMAR	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.A.8 7.1.NH.A.4
• Students will complete introductory and reinforcement exercises through the Rosetta Stone portal. They will complete short exercises that focus on important skills from Spanish I. These assignments will help students recall fundamental rules/skills upon which they will build with new vocabulary and grammar. Students will take notes on the times of day, phrases associated with each of these, and on oral/written transitional phrases. • 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> exercises • Computers • Games
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.B.3

	7.1.NH.A.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. Students will categorize various activities and meals (in the US) with specific times of day and will begin to draft daily itineraries that connect these times and activities in complete sentences.	<u>Tier 2 Resources/Materials:</u> Worksheets
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.MA.A.5
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 time phrases in Spanish and appropriate grammar.	<u>Tier 3 Resources/Materials:</u> Vocabulary logs
STUDENT WORK PRODUCTS/ ASSESSMENTS: Informal Oral Assessments (Time phrases, 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: They will use computers to do <i>Rosetta Stone</i> .

FOOD CULTURE: SPAIN VS. US	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.A.3
- Students will discuss the number and kinds of meals we eat in the United States. Students will be asked to provide some typical meals they eat at home or know others to eat. - Students will read an article about mealtimes and eating habits in Spain and answer comprehension questions about the reading in Google Forms. Questions will focus on the times of meals, the food normally consumed for each meal, and the time spent dining.	<u>Tier 1 Resources/Materials:</u> - Meal list - Meals article - Computers/Google Forms https://www.enforex.com/culture/spanish-eating-customs.html https://www.thespruceeats.com/meals-and-the-culture-of-spain-3083066

	• https://juanrevenga.com/2015/01/nueva-guia-alimentaria-piramide-senc-en-construccion-cambiar-para-que-nada-cambie/ - Spanish Food Pyramid • https://medicalxpress.com/news/2016-03-nutrition-scientists-myplate-older-adults.html - American Food Plate • https://consejonutricion.wordpress.com/2015/01/13/espana-y-su-guia-de-alimentacion/ - Spanish Food Pyramid • http://spanishsabores.com/2015/06/17/spain-dining-guide-when-are-spanish-mealtimes/
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: NJSLSA.W9 NJSLSA.W4.
• To reinforce numbers and sentence building, the class may take a physical survey and have students move around the classroom to cast their votes for “largest meal,” “longest meal,” etc. The class can graph these together on the board to get a sense of the group’s eating habits. The class will create sentences - either orally or on paper - about the information they see (ex: “7 students eat breakfast in the morning.” or “8 students eat a big meal at night.”) • Students will keep a food diary for three days (minimum). They are to track what they eat, when, for how long, and with whom. If they do not feel comfortable doing this, they are invited to make up a fictional, but plausible, food diary for a typical American.	<u>Tier 2 Resources/Materials:</u> • Survey • Sentence Strips/Paper
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: NJSLSA.W5.
• Students will be asked to write a short exposition about the food they ate for one day. They are to take the diary entry form	<u>Tier 3 Resources/Materials:</u> • Paper/Docs • American Dietary guidelines

in which they kept notes and turn these into complete sentences, incorporating times of day and transitional phrases. • Students will be asked to compare their food diary with a typical Spaniard's daily intake. We'll look for differences in the type of food eaten, how often, and with whom. Students will be asked to choose one category (type of food, frequency, setting, or time span) to compare and contrast in either a poster or in writing. For students who felt uncomfortable keeping track of their food, they can opt to compare and contrast the 2018 American Dietary guidelines with the 2018 Spanish ones.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Writing assignments a food diary and meal sentences, daily Do Nows, Spanish Eating Habits Google Form, Food diary exposition, US vs. Spanish eating habits compare and contrast, US vs. Spanish eating habits project	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Students learn about foods in Spanish speaking countries. They will use computers to complete tasks.

Unit 2:
Days and Months

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.2; 8.1.12.A.5

Interdisciplinary Connections: English Language Arts - NJSLSA. L4;

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Today, Yesterday, and Tomorrow;
- Basic Past and Future Tenses;
- Stem-Changing Verbs (o-ue);
- Activities in Spain

Essential Questions:

- How do we discuss time in a broader sense? How do we compartmentalize time into different categories (days/weeks/months/seasons/etc.)?
- Where do the names for English days of the week come from? What history influences those terms?
- What historical or linguistic influences affect the names for each day in Spanish?
- How do we talk about things that happened in the past? In the future?
- How do certain verb stems in Spanish change when conjugated? Why do they do this?
- What is there to do in Spain? What are some normal, non-tourist activities? What are events/outings a tourist should definitely see/do?
- What places could someone in Spain go to for art? sports? history? food?
- When is the “best time” to visit Spain? How should one plan out their trip?

Enduring Understandings:

- Students will understand words can act as maps that mark a path to an etymological origin story. By looking at the root of words or shared structures, we can 1) infer the words meaning by drawing on knowledge of associated terms or 2) discover how the word came to be and from where it was born. Days of the week, in English, are often linked back to Norse mythology (Mani - Monday, Tyr - Tuesday, Woden - Wednesday etc.). By looking at the roots of Spanish days of the week, we can draw connections to Roman gods as well as the Old Testament.
- Students will understand some verbs are referred to as “stem-changers,” meaning that a vowel in the infinitive “stem” changes when the verb is conjugated. While this is often just something “you need to memorize,” tracing the reasons for this change can help put the grammar into focus. By acknowledging the grammatical and phonetic shifts from Classical Latin to Vulgar Latin to Castilian Spanish, students can see how the history of a language still affects it today.
- Students will understand countries all around the world have hidden treasures that can be explored by a willing traveler. Spanish-speaking countries are vastly more complex and interesting than the stereotypes or common images we are accustomed to seeing. Spain, in particular, offers individuals a plethora of adventures that range from historical to culinary to artistic to athletic.

DAYS, MONTHS, AND GRAMMAR	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.A.7 NJSLSA. L4.
• Students will complete introductory and reinforcement exercises through the Rosetta Stone portal. They will also take notes in class on O-UE stem-changing verbs. They will learn why verbs like these change in the first place and how to conjugate them appropriately. Students will also map out the days of the week and incorporate these terms into the start of each class lesson. The class will locate the roots of these terms and see how they relate back to mythology and history. • 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.7 7.1.NH.A.8
- 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. - Students will participate in oral activities focused on days of the week. Students will solve “puzzle” that provide either a day before or the day after. They will need to activate their knowledge of vocabulary as well as the simple past and future tenses to discuss what days come next/before.	Tier 2 Resources/Materials: - Worksheets https://books.google.com/books?id=OYSZCwAAQBAJ&pg=PT103&lpg=PT103&dq=etymology+of+almorzar&source=bl&ots=MQ6c2VQ0Qm&sig=6RZDs7ThxhYY_COWAqiAeoYQ584&hl=en&sa=X&ved=2ahUKewjm2_-BgM_cAhWltlkKHWG_A04Q6AEwBnoECAYQAQ#v=onepage&q=etymology%20of%20almorzar&f=false Spanish words/etymology book https://www.spanishetym.com/
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.C.1 7.1.NH.C.5
Students will be assigned one day of the week, stem-changing verb, or new vocabulary words. They will be responsible for looking up the term’s etymology using an online portal provided by the teacher. Students will need to create a visual vocab poster for the term in which they will write out the Spanish term, highlight its stem, provide its etymological root, list two related terms, and sketch a visual of its definition. These will be hung up around the classroom.	Tier 3 Resources/Materials: poster /drawing material
STUDENT WORK PRODUCTS/ ASSESSMENTS: Term poster project, oral assessments on the days of the week and months, grammar lesson worksheets, <i>Rosetta Stone</i> exercises, written test at the end of the unit	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for <i>Rosetta Stone</i> or creating online digital posters

SPANISH ITINERARIES	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 8.1.2.A.5

- Students will brainstorm a number of types of vacation “relaxing,” “adventure,” “camping,” etc. Students will also generate a list of things people could do if they were visiting New Jersey for a few days. Students will get to think about the types of things people would need to know if they had never been here before. - Students will create a KWL chart of things they could do if they visited Spain. They’ll try to name one activity related to a variety of interests. They will also guess a good time to visit based on the seasons, weather, activity, etc.	<u>Tier 1 Resources/Materials:</u> KWL chart
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.C.5
Students will watch a series of travel advertisements for Spain. They will create lists of the things they see and the types of activities advertised. Students will be asked to guess the “target audience” for the ads based on the activities shown and will practice talking about each of these activities in the target language. Students will be asked to name and talk about any places that are familiar to them. Students will also be given the opportunity to explore travel sites and trip itineraries to understand how trips are planned.	<u>Tier 2 Resources/Materials:</u> - Travel advertisements https://www.youtube.com/watch?v=-yXfAlg9IRM - Promotional Travel Video, Spain https://www.youtube.com/watch?v=DKXLUgqEZWU - Promotional Travel Video, Spain
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 8.1.8.A.2
Students will choose from one of three major cities in Spain. They are pretend they work for a travel company and are to plan a 3 day/ 2 night (or 5 day/4 night) vacation focused around that particular city. Students will need to research the best time of year to go and will be responsible for mapping out the trip according to day and time. Students will include at least one museum trip, on historical site, one sporting event, and one	<u>Tier 3 Resources/Materials:</u> - Research/Computers - Itinerary samples https://www.atlasobscura.com/things-to-do/spain/places?page=6 https://www.timeout.com/madrid/things-to-do/20-great-things-to-do-in-madrid

culinary stop in their itineraries. All activities must be plausible outings based on real places/events. The itineraries can be in bullet or calendrical form, but students will also be responsible for a short 1 paragraph description of the trip as a whole, incorporating days of the week, times of day, transitional phrases, and the names of specific sites.	• https://madridfoodtour.com/typical-foods-in-madrid/ • https://www.timeout.com/barcelona/features/35/20-great-things-to-do-in-barcelona • https://devourbarcelonafoodtours.com/eat-like-local-barcelona/ • https://www.realmadrid.com/en/tickets • https://www.ricksteves.com/europe/spain/festivals • https://www.nomadicmatt.com/travel-blogs/four-days-in-madrid/
STUDENT WORK PRODUCTS/ ASSESSMENTS: Itinerary creation project from research, KWL chart, Spanish Trip writing assignment	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for research and creating itineraries/brochures

Unit 3:
School Culture

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.D.1.; 8.1.12.D.4

Interdisciplinary Connections: English Language Arts - NJSLSA.SL2; NJSLSA.SL5

Approximate Time Frame: 3-4 weeks

Big Ideas:

- Large numbers;
- Mathematical terms and vocabulary;
- Día de los Muertos;
- Cultural Appropriation;
- Values of Education;
- Differences in schooling

Essential Questions:

- Who owns a tradition? Who gets to determine what is authentic or what is new to a practice? Who do you trust to give you the “real” explanation for things related to a certain society?
- What is “cultural appropriation?” Who commits it? Can it be unintentional?
- How can someone profit off of others traditions? Can you think of anything similar in your own neighborhood?
- How do different cultures remember the dead? Is one way better than another?
- What do rituals and traditions allow participants to do or feel? What can DDLM give to a community?
- What is the goal of the American education system? What does it hope to achieve or create?
- Are all education systems the same? Do they all aim to achieve the same thing? How can you tell?
- How does the Spanish school day differ from school days in the US? Is one way preferable to another?

- Do you think education should be withheld from people based on test scores? Is college for everyone? What does the Spanish education system say about this?

Enduring Understandings:

- Students will understand that sharing parts of one's culture is important to keeping it alive. Being able to celebrate important moments with one's family helps keep an event as tradition, but sharing the meaning and significance of the event with others helps larger communities value one another's differences and perspectives. While this is important, the act of sharing can sometimes be monetized by businesses.
- Students will understand that ownership of tradition can be hotly contested. Accusations of cultural appropriation can be hurtful and damaging - but they can also be important tools for reclaiming meaning and identity.
- Students will understand that 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 countries envision and prioritize education differently - education is sometimes overseen by the country or sometimes by smaller, local organizations; sometimes education is well-funded and sometimes it receives little money at all. Some countries limit who can receive advanced education and for how long. The day-to-day scheduling of schools can also vary from one place to the next. All of these differences can help us locate where and what different societies value and what they believe the role of the student/individual to be.

NUMBERS AND GRAMMAR	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.A.3 7.1.NH.A.4
● Students will complete introductory and reinforcement exercises through the <i>Rosetta Stone</i> portal. They will also take notes in class on new verbs and will practice conjugation in the present and present progressive tense. ● Students will learn how to count by units of ten in Spanish and will learn how to name large numbers into the hundreds. ● 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.NH.A.4 7.1.MA.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; Students will need to use new as well as familiar verbs in conversation and in answering questions orally. - Students will apply their knowledge of numbers and mathematics vocabulary to solve math puzzles and equations in Spanish.	<u>Tier 2 Resources/Materials:</u> - Math puzzles/equations - Worksheets
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.A.8 7.1.NH.B.3
Students will create their own math quizzes in Spanish, using only the Target Language. These quizzes will be mixed up and passed back out to students who will answer one another's questions for a grade.	<u>Tier 3 Resources/Materials:</u> Docs/Paper
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments (informal) including large numbers and mathematics, Vocabulary use and Recognition Worksheets, Reinforcing grammar lessons Test, Written test at the end of the Unit	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for <i>Rosetta Stone</i> and creation of quizzes

COCO AND CAPITALISM	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: NJSLSA.W4.

- 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 review what they remember from <i>Coco</i> (assuming they watched it the previous year). - Students will read a Spanish article about the Mexican film <i>Día de Muertos</i>, which came out in 2008. Students will also define and receive short excerpts on intellectual theft and cultural appropriation. - Students will watch the movie <i>Coco</i> and answer comprehension/reflection questions about the film.	<u>Tier 1 Resources/Materials:</u> https://www.xataka.com.mx/streaming/dia-de-muertos-la-pelicula-100-mexicana-que-nacio-antes-que-coco-y-sera-eclipsada-por-disney - Disney vs. Metacube article <i>Coco</i>, movie
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: NJSLSA.W9.
- Students will design and color their own sugar skulls, which will be laid out on the school's <i>ofrenda</i>. Students will be encouraged to incorporate traditional colors and designs. Students will also help in the creation of <i>papel picado</i> and <i>marigolds</i> for the table. - The class will work together to annotate the article about the Mexican film and the issues it faced with Disney's production. Students will highlight new terms, circle important phrases, and work together to understand the heart of the argument. The class will watch available clips from the Spanish version and write down what they see in terms of characters, colors, setting, etc.	<u>Tier 2 Resources/Materials:</u> - Sugar skull art materials - Articles
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: NJSLSA.W5. NJSLSA.W9
After watching the movie <i>Coco</i>, students will need to decide whether they think the Disney version stole anything/too much from the Mexican version. They will need to note any similarities and highlight differences. Students will create	<u>Tier 3 Resources/Materials:</u> Computers

charts to show what each film shares and what makes them unique. Students will discuss the benefits and drawbacks of DDLM portrayed by a corporation like Disney in a written response after the film.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: DDLM written response writing task, DDLM movie comparison and article annotation project	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for writing tasks

CLASSROOM CULTURE: SPAIN	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: NJSLSA.W4. 8.1.12.D.4
Students will receive articles and online sources related to school structure, class times, available courses, length of school day/year, etc. for students in Spain. Students will complete a questionnaire about the information they learned and will input the data into a pre-set Google Sheets file. This data visualization will serve as a model for their own weekly calendar.	<u>Tier 1 Resources/Materials:</u> https://www.justlanded.com/english/Spain/Spain-Guide/Education/School-life-in-Spain - School hours in Spain https://www.expatica.com/new/es/education/children-education/education-system-103110/ - Education format in Spain https://www.donquijote.org/spanish-culture/traditions/education-in-spain/ - Overview of school days in Spain - Google Sheets/computer
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: NJSLSA.W9.
Students will fill out a weekly calendar with their school/home schedule. They are to use their day of the week vocabulary as well as terms learned to describe various school activities/class names/sports/etc. Students should map this out as thoroughly as possible. This is to be completed on Google Sheets for the purposes of easy sharing.	<u>Tier 2 Resources/Materials:</u> - calendar/schedule - Google Sheets
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: NJSLSA.W5. NJSLSA.W9

Students will have the opportunity to look at their own weekly calendars and compare this to what they learned about Spanish students' school schedules. Students will split into small groups of 2 or 3 and will be assigned one aspect of information depicted in the previous two charts. They will compile the data from their classmates and create graphs on Google Sheets showing the differences/similarities between Spanish and American students. Groups will be responsible for submitting a short summary of their results and will draw conclusions about the reasons for or the effects of these differences. Students will share these with the class.	<u>Tier 3 Resources/Materials:</u> - Data from Google Sheets - Google Docs
STUDENT WORK PRODUCTS/ ASSESSMENTS: Education system differences writing task, weekly calendars for US and Spain/Comparison graph project	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Sheets/excel for calendar creation and Docs for writing tasks. Computers for article links if not printed.

Unit 4:
Daily Routine

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.B.4

Interdisciplinary Connections: Social Studies - 6.2.12.D.6.a; English Language Arts - NJSLSA.W3. NJSLSA.W5.; NJSLSA.W9.

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Reflexive verbs;
- I-IE stem changers;
- Cause and effect;
- Household necessities;
- Daily routines

Essential Questions:

- What are reflexive verbs and how do they work? Do we have any in English?
- How do I know if a verb is reflexive in Spanish? What should I look for?
- What are I-IE stem-changers and do they operate the same as O-UE stem-changers from before?
- How do you connect cause and effect in Spanish? How do you show their causal relationship and what phrases are important to use?
- What is shopping culture like in Spain? How often do people go? How much do basic necessities cost?
- Are the brands in Spain similar to the ones here? Do they have the same supermarkets?
- Do Spaniards buy things in bulk like Americans? How many of certain objects come in a package?
- How much might a regular shopping trip cost in Spain?
- What would a typical day look like if you lived in Spain? What time would you get up? What would you do, eat, see?

Enduring Understandings:

- Students will understand that reflexive verbs in Spanish can be tricky for English speakers because we don't often learn actions with the reflexive pronoun attached. Once we recognize the grammatical formula though, reflexive verbs pop up everywhere in English and this can help us understand how they work in Spanish with less confusion.
- Students will understand that por qué and porque are homophones in Spanish and they can often be found together; the former means "why" while the latter means "because." Learning how to differentiate the two and use them appropriately allows us to create cause and effect sentences and ask direct questions.
- Students will understand that Americans are often accused of living in a bulk-buyer culture; Stores like Costco and BJ's succeed using this model. Due to lack of household space, economic restrictions, and marketplace culture, some places around the world reduce the amount of items bought each trip, but increase the amount of times they go shopping. Spain is one of these places.
- Students will understand that supermarkets exist all over the world and can be, in many ways, similar to the ones in our own neighborhoods. They can also be very different, however. Supermarkets can vary in layout, in the types of goods offered, in pricing and offerings. The prices of basic goods can be drastically different as well, depending on availability and manufacturing.

CAUSE AND EFFECT 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. They will also take notes in class on reflexive verbs. Students will be introduced to reflexive verbs in English to help map out the grammatical structure and purpose before practicing the same formula with Spanish verbs and reflexive pronouns. ● Students will learn about por qué and porque. They will take notes on simple cause and effect sentences and practice writing their own. ● 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 NJSLSA.W9.
- 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 complete exercises in which they'll conjugate I-IE stem-changing verbs to appropriately match the given pronouns. - Students will be presented with incomplete of cause and effect sentences and will work to create logical endings to the thoughts by using their new verbs and vocabulary.	<u>Tier 2 Resources/Materials:</u> Grammar reinforcement worksheets
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.C.4 7.1.NH.A.7 NJSLSA.W5. NJSLSA.W3.
Students will activate their knowledge of new grammar rules by editing short paragraphs provided by the teacher. These paragraphs will be brief descriptions of someone's daily morning or nighttime routine. Grammatical errors (like misuse of por qué / porque, or unconjugated reflexive verbs) will be written into the paragraphs and students will have to work together to find and correct the mistakes. These paragraphs will also help serve as a model for the daily routine paragraphs students will be writing later in the Unit.	<u>Tier 3 Resources/Materials:</u> Docs
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments (informal) on Verb conjugations and Vocabulary use and Recognition, Worksheets reinforcing grammar lessons, <i>Rosetta Stone</i> individual exercises and games, written test at the end of the Unit focusing on grammar and vocabulary,	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Using software for <i>Rosetta Stone</i> and computers for writing tasks

Writing Assignments including daily routine editing and cause and effect sentences	
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SHOPPING LISTS IN SPAIN	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 6.2.12.D.6.a
- Students will brainstorm together the things they expect to see in a public bathroom/bathrooms in someone's home. Then they will read the blog post about public toilets in Spain and see if their expectations match up with the writer's experiences. The class will have time to discuss these differences and why they may exist. - Students will be asked to recall other differences between their homes/daily routines in the US and those we've learned about in Spain (breakfast foods, drinks, activities, etc.).	<u>Tier 1 Resources/Materials:</u> http://www.sunshineandsiestas.com/2015/10/13/spanish-toilets Blog Post/ Article
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.C.5
- Keeping the similarities and differences generated in the abovementioned exercise, students will be asked to imagine they have just moved into their study abroad apartment in Spain. They need to run out to the supermarket for some basics but want to conform to local culture as much as possible. Each student will be tasked with creating a ten-fifteen item shopping list (in English). The items on their list should reflect efforts to "fit in" to local culture, while also maintaining their own preferences. Students will pick random budget amounts out of a cup and will need to work within these parameters. - Using the Carrefour supermarket website, students will "shop" online for their necessities. They will be responsible for writing down the Spanish term for the items they need and keeping track of the prices. Students are encouraged to pay	<u>Tier 2 Resources/Materials:</u> https://www.carrefour.es/supermercado/ - Carrefour online homepage https://www.carrefour.es/supermercado/limpieza-y-hogar/N-193eyrp/cjsessionid=u1Q9IUCn3P0BrjE2GicrSc3P.sf2_5 - Carrefour online Home and Cleaning Supplies

attention to the differences in amount and price from what they normally find in the US. Students are to submit their shopping list, with the Spanish item names and prices.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.C.5
- Students will write up a paragraph explaining what they bought and why they purchased it. They will be responsible for using por qué / porque in their compositions and should incorporate the new vocabulary they learned from their online searches. Students will also be asked to write down things that were different from what they expected or things that surprised them during their search (this can be done in English, although efforts in the Target Language are encouraged). - Students will be asked to combine the topics and grammar they have learned from Units 1-4 in preparation for the Midterm. Students will imagine that they are students in Spain and will pick a day of the week and describe their daily routine/schedule in detail. They will be responsible for including times of day, transitional phrases, details about school and mealtimes, cause and effect sentences, reflexive verbs, etc. These will be handed in as a rough draft before the midterms. They will write their final draft as part of the exam.	<u>Tier 3 Resources/Materials:</u> Computers/paper
STUDENT WORK PRODUCTS/ ASSESSMENTS: Shopping list exposition, Daily Routine rough draft, Projects including the shopping list in Spain	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for typing drafts and researching/reading websites

Unit 5:
The Needs and Wants

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

Interdisciplinary Connections: English Language Arts - RI.9-10.6; NJSLSA.W5.; NJSLSA.W4.

Approximate Time Frame: 1-2 weeks

Big Ideas:

- To need/to want/to have;
- Market types;
- Intonation and pronunciation;
- Fluid speaking;
- Video editing

Essential Questions:

- How do you know where to go when you need something specific? How do you know if a store sells what you're looking for?
- What stores are you most likely to visit for tools/bread/books? Has ordering online replaced going to stores? Why or why not? What benefit can a store give you that online retailers can't?
- What grammatical endings in Spanish let you know that something is a store? What signs in Spanish words tip you off to their meanings?
- How does someone's tone affect what they say? Can the way someone speaks change the way you feel about an item or topic?
- How do infomercials work? What visuals or words do they incorporate to encourage buyers? What tactics do they employ?
- What does Spanish sound like when spoken fluidly between native speakers? What face or hand gestures do Spanish speakers employ that may be different than English speakers?
- Are physical movements and gestures part of "speaking" a language? Why or why not?

Enduring Understandings:

- Students will understand that in the US, “specialty” stores that focus on just one product as well as small, locally-owned stores often have trouble competing with larger businesses. Supermarkets frequently have bakery sections for bread and meat departments to replace separate butchers. In addition, online retailers like Amazon challenge the idea that you need to physically visit a store to buy something. While this is the case in many places around the world, there are still towns and cities where small, specialized shops provide marketplace experiences. *Mercados* like this are still an important part of Latin American culture.
- Students will understand that the way a person talks (their tone of voice, speed of speech, body language, word choice, etc.) have a significant effect on the reception of their message. Infomercials are a good example of the way language and visuals can be designed to elicit a specific response.
- Students will understand that gestures and the way a person carries him or herself are as much a part of language as the words we speak. Common gestures can carry a variety of meanings around the world and knowing these as well as how to incorporate them can help a person convey meaning.

NEEDS, WANTS, 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 new verbs and how they can affect the rest of the sentence that follows it. • Students will learn to recognize the <i>-ia</i> ending that signifies a store or market in Spanish. They will practice breaking down the names of different types of stores in order to figure out what kind of product that store might sell. • 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.NH.A.3 7.1.NH.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.	<u>Tier 2 Resources/Materials:</u> Worksheets
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.C.1
Students will be assigned a number of Google Doc worksheets in which they will be presented with a series of images. Each image will relay a state or need to the students; they will have to interpret the image and create a sentence around it that addresses what the person wants or needs and where they should/will go in order to obtain it. Students will be encouraged to incorporate cause and effect sentence structures into their compositions as well.	<u>Tier 3 Resources/Materials:</u> - Google Docs - Images
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments (informal) including Infomercial readings/pronunciation and Vocabulary use and Recognition, Worksheets reinforcing grammar lessons, Infomercial fill-in-the-blank and Infomercial translations, <i>Rosetta Stone</i> individual exercises, and a Test test at the end of the Unit	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for <i>Rosetta Stone</i> , Docs for writing, images for assignments

INFOMERCIALS/TELETIENDAS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 8.1.2.B.1
- Students will define infomercial, commercial, rhetorical question, and buzzwords. The class will create a short glossary of buzzwords we have seen or heard before and write down their Spanish equivalents. - Students will look at a few examples of rhetorical questions in Spanish, built with our new vocabulary words. Students will work together to construct a few of these as well.	<u>Tier 1 Resources/Materials:</u> https://www.youtube.com/watch?v=b86SOHZ0nIA - Shamwow https://www.youtube.com/watch?v=Ey-fZakHcJQ - Shamwow https://www.youtube.com/watch?v=MBw2QkRhFzY - Tres cuchillos

• The class will watch a Shamwow infomercial in Spanish. Prior to watching it, they will receive a script of the commercial with words blanked out. As we watch the infomercial, students will listen carefully to fill in the blanks with the words they hear. Many of the blanks will be recent vocabulary words. This script will help serve as a model for the Unit's final project. • Students will also receive a short worksheet with infomercial blurbs in Spanish. They will work in small groups to read these aloud, practice pronunciation, and translate them into English. These will also help serve as models.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.C.1 NJSLSA.W5.
• Students will watch a clip of an American infomercial. In a graphic organizer, students will write down images they see, buzzwords they hear, and any physical gestures that were used to draw them in. Students will watch clips of infomercials from Latin American and fill out the same graphic organizer. In groups, the class will share their findings and compare their thoughts. As a class, we'll determine if there are any significant differences and what presence or lack of them might mean about marketing and sales.	<u>Tier 2 Resources/Materials:</u> • https://www.youtube.com/watch?v=XLggsvsp3Xw&t=327s - Workout
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: RI.9-10.6. NJSLSA.W4.
• In groups of three or four, students will pick one of the store types mentioned in class or in their recent vocabulary. They will draw on what they've learned about buzzwords, rhetorical questions, and gestures to create a short infomercial/commercial for their store. Students will be responsible for creating a rough draft and including new verbs, new vocabulary, cause and effect sentences, and rhetorical	<u>Tier 3 Resources/Materials:</u> • Docs/Paper

questions. Students are to edit their final drafts, practice their parts, and prepare to film their commercials using their phones. Time will be set aside during class for students to film their commercials. Students will also be given time in class to edit their recordings into one cohesive video. The teacher will show students how to add effects, colors, music, etc. to enhance the quality of their final product. The class will watch these together.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Writing Assignments including an infomercial rough and final draft, an Infomercial graphic organizer, and Infomercial filming and production project	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for typing writing pieces

Unit 6:
Comparatives and ‘Gustar’

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;

Interdisciplinary Connections: Language Arts Literacy NJSLSA.W5

Approximate Time Frame: 1-2 weeks

Big Ideas:

- Comparative structure;
- Gustar vs. Gustaria;
- Prices and cost;
- New foods;
- Following recipes

Essential Questions:

- How do comparatives work in Spanish? What terms and phrases are necessary to this expression? Are these different than in English?
- How is the verb Gustar similar to the English verb “to like” and how is it different? What can these differences tell us about the role of the speaker?
- What does it mean for a word to be “in the conditional?” How can we understand this grammatical term more clearly?
- Have you ever tried a meal or food item that you had never eaten before? Were you interested in trying it or were you afraid? Did you end up liking it? Were you glad you tried it?
- How can food be linked to someone’s culture? Are there foods that are important to you or your family? What does it feel like to share them?
- What can you learn from trying new foods? What perspectives can food give you?

Enduring Understandings:

- Students will understand that although it does not appear with a reflexive marker in the infinitive form, the verb Gustar will almost always need one. In English, we express that *we* like *things*; this sentence structure allows us to be the subject of our thought. In Spanish, the expression for liking something translates literally as “to be pleasing;” as such, it is the object that becomes the sentence’s subject. In Spanish, objects are often afforded grammatical agency. This is very different from English and may give us a glimpse into cultural values through linguistics.
- Students will understand that the Conditional Tense builds off of the Infinitive verb to imply that the speaker or object *would* do something. It is referred to as the Conditional because the action is dependent upon the correct conditions or situation.
- Students will understand that sharing food has always been a deep and meaningful way of showing compassion, care, and openness. Across cultures, the act of cooking and feeding someone is a special process. Sometimes, the foods we value and hold dear are unusual to others and there are times when the meals offered to us seem odd. Willingness to try new things and keep an open and respectful mind when exploring cultures’ cuisines is an important attribute to foster.

COMPARATIVES AND GRAMMAR	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.A.8
● Students will complete introductory and reinforcement exercises through the Rosetta Stone portal. They will also take notes in class on the Comparative sentence structure in Spanish. Students will practice reading and translating sentences that compare objects by age and price. ● In class, students will be asked to practice the verb Gustar along with comparative sentences by expressing which of two objects they like better. ● Students will be able to 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.NH.A.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 blank with vocabulary. - The class will also be responsible for completing a mini-scavenger hunt in the classroom. They will receive papers with a list of categories they must find and fill in (someone who likes soccer more than basketball; someone who likes blue more than green; etc.) Students will have a set time to go around the class and practice asking each other these questions. They will only be able to use a person for one category. When the time is up, the student who has filled in the most categories wins.	<u>Tier 2 Resources/Materials:</u> - Worksheets - Mini-scavenger hunt
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.B.2
Each student will be asked to read out one comparative category they filled in in Spanish to encourage proper pronunciation and sentence construction in the third person.	<u>Tier 3 Resources/Materials:</u> Previous assignment
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments, Worksheets, <i>Rosetta Stone</i> individual exercises and games, test at the end of the Unit	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computer for <i>Rosetta Stone</i>

GUSTAR AND HUEVOS VERDES Y JAMON	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.A.5 7.1.NH.A.7

- Students will take notes on the verb <i>Gustar</i> and how it conjugates in Spanish. The class will practice using the verb with the correct reflexive markers through oral and written activities. - The class will also take notes on the Conditional tense with the verb <i>Gustar</i> and will pay special attention to the difference in conjugation and meaning. - The class will receive blanked out copies of <i>Green Eggs and Ham</i> in Spanish. A teacher's copy will be projected on the board. The class will read through this together, annotate the student copies, fill in the blanks, and translate as we go. These are to serve as models for one of the Unit's projects.	<u>Tier 1 Resources/Materials:</u> <i>Green Eggs and Ham</i> (espanol) http://allrecipes.com.mx/receta/278/elote-asado.aspx https://www.cnn.com/travel/article/world-best-food-dishes/index.html
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.B.4
- Students will play Talk, Talk, Switch with a series of national dish cards. Each student will receive a small paper with a country's national dish on it (some papers will have a brief description of the ingredients). Students will have time to stand up and find a partner in the classroom. The first student is to ask the second, in the Target Language, if they have eaten the dish. If the answer is no, then the student is to ask if they <i>would like</i> it. If the original answer is yes, the student is to ask if they <i>like</i> it. Students are to mark this down on a separate sheet of paper. The second student then asks the same questions of the first. Afterwards, the students swap papers, find new partners, and repeat. Students are to talk to at least three classmates before they sit down. All questions are to be in the target language. - After reading <i>Huevos Verdes y Jamón</i>, the class will come together to discuss the structure of the conversations between Sam and his friend. Students will be encouraged to note the	<u>Tier 2 Resources/Materials:</u> <i>Huevos Verdes y Jamon</i> - National dish cards

rhyme scheme and the repeated phrases that help the reader along.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.C.2 NJSLA.W5
- Students will pair up and work together to create their own version of <i>Huevos Verdes y Jamón</i>. The pairs are to pick a food item (either something they like or something from the Talk Talk Switch activity) and follow the format of the original text. They are to include both the Conditional and regular Present tense of Gustar and other verbs. Should students want to incorporate rhymes into their text, a Spanish online rhyming dictionary will be made available to them. Students will submit a rough draft first and then a final draft after they have made corrections and edits. - Students will be invited to the cafeteria to make and sample <i>elote</i> or Mexican street corn. Students will need to activate their knowledge of question structures, price vocabulary, and math terms in order to follow the directions and ingredients list. They will have the opportunity to make the Mexican street food and sample it as a class. After eating it, students will write a short review of the food. They will need to express whether they <i>would eat</i> the dish again and whether they <i>like</i> the meal.	<u>Tier 3 Resources/Materials:</u> - Mexican street corn - Paper/Computer/Docs
STUDENT WORK PRODUCTS/ ASSESSMENTS: Writing Assignments including <i>Huevos Verdes y Jamón</i> rough and final drafts and the <i>Elote</i> review, <i>Huevos Verdes y Jamón</i> project	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computer for drafting

Unit 7:
Superlatives and Infographics

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: 8.1.12.A.5

Interdisciplinary Connections: Social Studies - 6.2.12.B.6.a; English Language Arts - NJSLSA.R2; NJSLSA.R7.

Approximate Time Frame: 2-3 weeks

Big Ideas:

- Opposites (size, price, weight, speed, height);
- Superlative grammar structure;
- Reading and Creating Infographics

Essential Questions:

- What is a superlative? What ways can we make superlative statements in English? How do we know when to use certain forms?
- How are superlatives different from comparatives? How many things can we talk about at once with each type of sentence? How are they structured differently?
- Is the structure of superlatives in Spanish similar to the structure in English grammar?
- Why do people/companies/organizations present information in graphs or charts? What does this help us do?
- How do infographics build off of the idea of basic charts? How can infographics be useful in a language class?
- How do you set up data in a chart? How do you decide what information to include and contrast?
- Will data on a certain subject always be the same? What factors can play into conflicting numbers or data? How do we decide which numbers or sources to use? How do we know which sources are trustworthy?

Enduring Understandings:

- Students will understand that comparative sentences show the difference between the two sets of objects. One will be more or less of some attribute than the other. Superlative sentences can include an infinite number of objects and relay to the reader that one object in particular is “the most” or “the least” of an attribute.
- Students will understand that superlative grammar in English can be tricky, as we construct these sentences in one of two ways. Some words can take the “-est” suffix (like greatest, happiest, brightest, etc.). Other words, however, require that we say something is “the most ____” (the most fun, the most boring, the most popular, etc.). Spanish almost always requires the latter of these two structures, making it easier to remember the formula.
- Students will understand that graphs and charts are useful tools when sharing or presenting information because it allows others to visualize the numbers in a memorable way. Infographics build off of this idea by adding art and images related to the data that’s being presented. In this way, observers can be more engaged and can guess at the data being related without necessarily reading the specifics. For this reason, infographics are a useful tool in Foreign Language classes as students can use the visual cues to infer the meaning of unfamiliar terms.

SUPERLATIVES AND GRAMMAR	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.A.1 7.1.NH.A.3
● Students will complete introductory and reinforcement exercises through the Rosetta Stone portal. They will also take notes in class on superlatives and superlative grammar structure. ● Students will learn a variety of new adjective pairs and use objects in the classroom as well as visual aids to help learn their opposite relationships to one another. ● 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>
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.A.5 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. - Students will complete interactive worksheet activities via Google Classroom in which they will pair images with new height, weight, value, and speed terms. - Students will practice creating comparative and superlative sentences orally by reading infographics in the classroom. They will observe different data and make sentences about it.	<u>Tier 2 Resources/Materials:</u> - Worksheets - Google Classroom - Infographs
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.C.1
Students will engage in a physical ordering activity in which they receive the speed of various animals. Using only Spanish, students will need to organize themselves in the classroom from fastest to slowest. Students will then read off their speeds and make comparative or superlative sentences based off of their location in the human chart.	<u>Tier 3 Resources/Materials:</u> Sentence strips/paper
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments (informal) including Opposite terms, Comparative and Superlative Sentences, and Vocabulary use and Recognition. Worksheets reinforcing grammar lessons and infographic readings. <i>Rosetta Stone</i> individual exercises and games, Written test at the end of the Unit focusing on grammar and vocabulary	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for <i>Rosetta Stone</i> and infographs

INFOGRAPHICS AND DATA	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.C.5

• .Students will practice reading different types of infographics through Do Nows and short worksheet activities. They'll note down the visuals used, their relation to the information portrayed, and different ways the data is portrayed (pie charts, circle graphs, map graphs, line graphs, etc.). Students will write down the benefits of each type of graph and what type of information is best presented through each one.	<u>Tier 1 Resources/Materials:</u> • Worksheets • https://activelivingresearch.org/blog/2016/06/infographic-el-papel-de-los-parques-y-la-recreacion-en-la-promocion-de-la-actividad • https://activelivingresearch.org/blog/2016/06/infographic-el-papel-del-transporte-en-la-promocion-de-la-actividad-fisica • https://i.pinimg.com/600x/c7/9f/40/c79f40183c5b1f9cebdd602b664e2e79.jpg • https://candidmanmx-wordpress-com.cdn.ampproject.org/c/s/candidmanmx.wordpress.com/2015/02/26/infografia-esclavo-de-l-celular-entonces-padece-nomofobia/amp/ • https://www.pinterest.com/pin/234890936799351452/ • https://www.Infogram.com
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 8.1.12.A.5
• Students will be presented with a number of charts/research findings on the same topic. Students will compare the information presented and look for differences in what is relayed. The class will discuss why there might be differences in hard data and what could potentially lead to these discrepancies. Students will brainstorm why some sources may present information one way as opposed to another and what color choices, visuals, and placement might imply to viewers.	<u>Tier 2 Resources/Materials:</u> • Charts/Data
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 6.2.12.B.6.a NJLSA.R2. NJLSA.R7.
• Students will split into groups of two or three. They will have the opportunity to choose from a list of pre-selected research topics including “Latin American (LA) populations by	<u>Tier 3 Resources/Materials:</u> • Google Drive • Templates

country,” “US cities with the most LA immigrants,” “Most popular LA foods,” “Price of LA athletes,” and “size of LA temples.” Students will research this information and find at least five items to chart out in a graph of their choosing. They will then be responsible for mapping this information out in the form of an infographic. They may do this online through infogram.com, in their Google Drive, or on paper. All information should be presented through images and/or in the Target Language. ● Groups will be responsible for writing a short paragraph presenting the information and utilizing comparative and superlative sentences.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Writing Assignments including Infographic summaries, Projects including Infographic research and poster	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for research, templates, and infographics

Unit 8:
Demonstrative Adjectives and Difference

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: CRP7; CRP8; CRP11; 9.1.12.E.4; 9.1.12.F.3

NJSLS Technology: 8.1.12.F.1

Interdisciplinary Connections: Social Studies - 6.1.8.A.1.a; 6.1.8.D.1.b.; English Language Arts - RL.9-10.1.; RL.9-10.7; NJSLSA.W5.; NJSLSA.W9

Approximate Time Frame: 1-2 weeks

Big Ideas:

- Demonstrative adjectives;
- “Same” and “different;”
- Quantifiers (some, many, etc.);
- Colonization and historical perspective

Essential Questions:

- How do you distinguish or differentiate between two similar objects? How do demonstrative adjectives work in both English and Spanish? Is their function different?
- How do we talk about similarities in Spanish? What words or phrases can we employ to do this? How do we highlight differences? How can comparatives and superlatives help us differentiate objects?
- What are “quantifiers?” How can they be helpful? Do they designate specific amounts? If so, how much?
- How do negative quantifiers operate in Spanish? What other grammatical structures are necessary to make them work correctly?
- Why do people in Latin America speak Spanish? What languages are spoken there? Who were these passed down by?
- Was Latin America uninhabited prior to the Europeans? Who lived there before?
- What do we imagine when we think of Aztec/Incan/Mayan cities? How advanced were they? How are they described by the people who witnessed them?

- How do movies like *The Road to El Dorado* depict Europeans and the Conquistadors? How would you describe the characters?
- Are first-hand accounts by the conquistadors and Aztecs similar to the movie representation? How are they different? Why might they be different? Who benefits from this?

Enduring Understandings:

- Students will understand that demonstrative adjectives - like “this” and “that” - help us extend our communication skills; we can create more complex sentences and express longer thoughts or ideas without repeating terms over and over again. Learning how to employ these in Spanish allows us to discuss differences and similarities between objects with more freedom and depth.
- Students will understand that quantifiers are a set of terms that allow us to discuss a general amount without having to provide a numerical count. Some quantifiers imply specific numbers (like “a couple,” for example). Others allow speakers/writers to gestures at a size without having to be exact. In Spanish, negative quantifiers (like none) require an extra negative phrase in the sentence to work properly.
- Students will understand that the fourteen and fifteen hundreds were a period of extreme imperial expansion. Spain, specifically, in search of gold and expedient trade routes ventured across the Atlantic and “established” new colonies in what is now Latin America. The land was already inhabited by advanced groups of indigenous groups, however. Civilizations like the Aztecs eventually fell to the Spanish conquistadors in violent and prolonged military conflicts. Oftentimes, this difficult history is whitewashed to portray the European founders as less complicated than primary documents paint them to be. Paying attention to the production of historical displays can help us better understand the way history can be rewritten by the winners.

DEMONSTRATIVE ADJECTIVES 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 Rosetta Stone portal. They will also take notes in class on demonstrative adjectives in Spanish. They will pay specific attention to the ways these terms reflect the gender and number of nouns. • Students will also practice writing and speaking sentences that incorporate terms related to sameness and difference. The class will practice the different grammatical options available to	<u>Tier 1 Resources/Materials:</u> • <i>Rosetta Stone</i> • Games

them and will employ these during Do Nows and shorter class exercises. Students will play games like Heads Up, Jenga, and Charades to reinforce knowledge and recall of vocabulary words.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 7.1.NH.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. - The class will complete short translation activities where they will use their knowledge of vocab and grammar to change short paragraphs from English to Spanish and from Spanish to English. - Students will work to create sentences regarding sameness and difference by looking at various types and amounts of money. Students will employ quantifiers to create baseline sentences upon which they'll create comparative and superlative sentences (He has some apples. She has more. They have the most.).	<u>Tier 2 Resources/Materials:</u> - Worksheets - Translation Activities
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 7.1.NH.C.4
Students will break into pairs and conduct short interviews in Spanish. They will ask about favorite colors and foods as well as their partner's number of siblings, hometown, etc. Students will compare their answers and write down how they are similar and different. If students differ in some regard (they have different shoe sizes), they are to find another student in the class who matches up and include them in their summary.	<u>Tier 3 Resources/Materials:</u> Paper/Docs

Students will be asked to share some of what they learned and wrote out loud in class to practice pronunciation and fluidity.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Oral Assessments (informal) including Same and Difference, Vocabulary use and Recognition. Worksheets reinforcing grammar lessons. <i>Rosetta Stone</i> individual exercises and games. Written test at the end of the Unit.	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Worksheets on Classroom, Computers for <i>Rosetta Stone</i>

<i>THE ROAD TO EL DORADO AND HISTORICAL PERSPECTIVE</i>	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 7.1.NH.C.4 6.1.8.A.1.a
- Students will create KWL charts about Spanish expeditions to the New World and Hernan Cortes. Students will share what they know about the spice trade and the original goals of Spanish travel. The class will go over the religious climate in Europe at the time and will discuss some of the goals of the conquistadores. - Students will have an opportunity to share what they know of the Aztec civilization and what they imagine their cities looked like. The class will look at maps of Tenochtitlan - the capital of the Aztec civilization - as well as depictions of the Aztec people; students will discuss some of the cultural advancements the Aztecs had incorporated into their daily lives. - Students will receive excerpts from first hand accounts of Hernan Cortes' invasion of Tenochtitlan. They will read passages from Bernal Diaz (a Spanish priest) as well as some of the Aztec accounts that remain.	<u>Tier 1 Resources/Materials:</u> - Excerpts from <i>Conquistador: Hernan Cortes, King Montezuma, and the Last Stand of the Aztecs</i> - Buddy Levy - Excerpts from Bernal Diaz and Aztec citizens <i>The Road to El Dorado</i> video

Students will watch <i>The Road to El Dorado</i> and fill in a Spanish glossary as they view the film.	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 6.1.8.D.1.b RL.9-10.1 RL.9-10.7.
- After reading the primary documents connected to the Spanish conquest of the Aztecs, Students will use the information to help them fill in a Compare and Contrast chart. They will write down their impressions of the Aztecs as well as the Conquistadores. Students will also document any important events and the outcome of these skirmishes. - Students will fill in the other half of the chart as they watch the movie <i>The Road to El Dorado</i>. The class will be directed to pay specific attention to the depiction of the Spanish (in the form of our protagonists and Cortes). After the film, the class will have a discussion to unpack why differences may exist between the film and the historical accounts. Topics like intended audience, creator's slant, propaganda, even-handedness, etc. will be addressed. Students will take notes on these and add them to their chart as the discussion progresses.	<u>Tier 2 Resources/Materials:</u> https://quizlet.com/212359107/the-road-to-el-dorado-vocabulary-gracias-sra-dantzer-flash-cards/ - Road to El Dorado flashcards - Movie Viewing Questions
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: NJSLSA.W5. NJSLSA.W9.
Students will use their glossaries and their Compare/Contrast charts to help them create two short paragraphs in Spanish. Individually or in pairs, students will be asked to focus on one major area of difference or similarity (the depiction of the Aztec town, the portrayal of Cortes, the description of Aztec games/gods, etc). Their compositions will need to include Same/Different phrases and should include new qualifiers.	<u>Tier 3 Resources/Materials:</u> Charts

Students will be encouraged to create a visual aid to help express the differences (this can be done on the computer or in the form of a poster). Paragraphs will be submitted as rough drafts and will be peer-edited as well as corrected by the teacher. Final paragraphs/expositions will be due as part of the final exam.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Writing Assignments including Same and Different interview and summary, <i>The Road to El Dorado</i> glossary, Compare and Contrast rough and final drafts. <i>The Road to El Dorado</i> vs. Historical document Project.	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Computers for Docs, questions, and reading excerpts. History of some Spanish cities and locations.

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 Substituting written texts with project based learning	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 webbing, use of visual aids and other comprehension strategies.	<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.

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: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy Jigsaw Activities:	• 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 Presenting the Lesson • Use multiple strategies and varied instructional tools to increase the	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.adlit.org/strategies/22371/	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 Native Language Translation (peer, online assistive technology,	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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	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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