

Title

Type

Document

Authors

Subject

Course

Grade(s)

Location

Curriculum Writing History

Notes

Attachments

Spanish 3B

Essential

Map

Kevin Cantwell, Judy Hernandez, Joel DeBarros, Susan Corbo

None Selected

None Selected

None Selected

Title : Spanish 3B
Type : Essential

	September				October				November				December				January				February				March				April				May				June							
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November/Week 11 - December/Week 13																																												
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BENCHMARK ASSESSMENT: Chapter 1A/B																																												
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Spain and the Geography																																												
February/Week 24 - March/Week 26																																												
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April/Week 31 - May/Week 34																																												
Chapter 2B Que ropa compraste?																																												
May/Week 35 - June/Week 38																																												
Spanish Artist																																												

Duration: September/Week 1 - September/Week 4

UNIT NAME: Repaso: Introductory Conversation

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Speaking about yourself is an important component to beginning conversation. The ability to ask and answer basic personal questions can open the door to more fruitful conversation and relationships. Included in these basic conversations, we also find opportunities to practice rudimentary grammatical concepts.</p>	<ul style="list-style-type: none"> • ¿Cómo te llamas? • ¿Cómo estás? • ¿De dónde eres? • ¿Dónde vives? • ¿Cuántos años tienes? • ¿Cómo eres? • ¿Cómo es tu familia? • ¿Qué te gusta hacer? • ¿Qué comes? 	<ul style="list-style-type: none"> • Interrogatives • Adjective agreement • Regular present tense • Punctuation • <u>Vocabulary:</u> • Numbers 1-100 • Descriptive adjectives • Food • Activities • Family • School • Time 	<ul style="list-style-type: none"> • Dialogues (Varied topics) • Create a Menu • Create a school schedule • Create a family tree • Verb conjugations • Vocabulary/grammar games (Bingo, white board, game show...) • REFE exercise • Oral presentation w/multi-media • Grammar drill • Vocabulary drill 	<p>7.1.NM.A.1-Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.A.2-Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.A.3-Recognize a few common gestures and cultural practices associated with the target culture(s). (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.A.4-Identify familiar people, places, and objects based on simple oral and/or written descriptions. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.A.5-Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.B.A.1-Respond to learned questions. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.B.A.2-Ask memorized questions. (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.B.A.3-State needs and</p>

				<p>preferences. (PK, KG, 01-12) [State:New Jersey] 7.1.NM.B.A.4-Describe people, places, and things. (PK, KG, 01-12)[State:New Jersey] 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. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.B.4-Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. (PK, KG, 01-12)[State:New Jersey] 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. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.C.A.2-State needs and preferences. (PK, KG, 01-12) [State:New Jersey] 7.1.NM.C.A.3-Describe people, places, and things. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.C.3-Copy/write words, phrases, or simple guided texts on familiar topics. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.C.4-Present information from age- and level-appropriate, culturally authentic materials orally or in writing. (PK, KG, 01-12)[State:New Jersey]</p>
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Title : Spanish 3B

Type : Essential

Plans:

U Review Spanish 3B

Duration: October/Week 5 - October/Week 6

UNIT NAME: Spanish Speaking countries

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<ul style="list-style-type: none"> There are 20 different Spanish speaking nations that differ in their culture, history economic status. 	<p>What are these countries capitals and most common geographical aspects?</p>	<ul style="list-style-type: none"> How to identify Spanish speaking countries on the map. 	<ul style="list-style-type: none"> Name countries and their capital cities. 	<p>7.1.NM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.A.G-Cultural: Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.) (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.B.A.1-Respond to learned questions. (PK, KG,</p>

				<p>01-12)[State:New Jersey] 7.1.NM.B.A.2-Ask memorized questions. (PK, KG, 01-12) [State:New Jersey] 7.1.NM.B.G-Cultural: Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography). (PK, KG, 01-12) [State:New Jersey]</p>
<p>Plans: U Spanish Speaking Countries</p>				

Duration: October/Week 7 - November/Week 10

UNIT NAME: Chapter 1A: Tu Dia Escolar: In School

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>School is a fundamental reality for the average adolescent. Indeed, much of a student's practical time awake and emotional identity comes from their day-to-day educational experiences. Being able to express basic facts and feelings about school allows the language learner to engage in meaningful discussion of real-life events.</p>	<ul style="list-style-type: none"> • Why is speaking about school an important skill for the novice language student? • How do American schools differ from schools in Spanish-speaking countries? • What is your ideal school day? • What are the qualities of a good student/teacher? • What makes a positive school experience? 	<ul style="list-style-type: none"> • Classroom/subject vocabulary • Time • tener que+infinitive • Stem-changing verbs • affirmative/negative words (algo/nada, alguien/nadie, etc.) • Pronunciation of <i>b, v, and d</i> 	<ul style="list-style-type: none"> • Use classroom vocabulary to express information about school • Identify and conjugate a stem-changing verb • Use tener que + infinitive to express obligation • Identify and use positive/negative words (algo/nadie, alguien/nadie) 	<p>7.1.NM.A.1-Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.A.2-Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.A.3-Recognize a few common gestures and cultural practices associated with the target culture(s). (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.A.5-Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.B.A.1-Respond to learned questions. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.B.A.2-Ask memorized questions. (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.B.A.3-State needs and preferences. (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.B.A.4-Describe people, places, and things. (PK, KG, 01-12)[State:New Jersey]</p>

				<p>7.1.NM.B.B-Cultural: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.B.F-Cultural: What is perceived as basic needs varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and the purchase and sale of goods, such as toys, games, travel, and luxury items.) (PK, KG, 01-12) [State:New Jersey]</p> <p>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. (PK, KG, 01-12)[State:New Jersey]</p> <p>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. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.B.4-Ask and respond to simple questions, make requests, and express preferences using memorized</p>
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Title : Spanish 3B
Type : Essential

				words and phrases. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.C.A.3-Describe people, places, and things. (PK, KG, 01-12)[State:New Jersey]
Plans: U Chapter 1A Tu Dia Escolar: In-School				

Duration: November/Week 11 - December/Week 13

UNIT NAME: Chapter 1B Tu Dia Escolar: After School

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>While discussing educational topics are natural for a novice language student, time outside of school is perhaps more important. Upon meeting a exchange student, for example, discussion of class times is likely to take a back seat to questions about personal interests and hobbies. Being able to discuss these activities gives the language student an opportunity to get to the core of who they are when presenting themselves to others. Without this skill, a core component of making relationships through foreign language study is lost.</p>	<ul style="list-style-type: none"> • What to students in Spanish speaking countries do for "fun"? • Do your chosen activities make you who you are? • Are there opportunities for personal growth you are missing at RHS? 	<ul style="list-style-type: none"> • Pastime/hobby vocabulary • Comparative constructions • Saber/Conocer: use and conjugation • Hacer + time expression 	<ul style="list-style-type: none"> • Express preferences for various activities/pastimes • Compare equal and unequal characteristics • Differentiate between to know a <i>person</i> and to know a <i>skill</i> • Express duration of an activity 	<p>7.1.NM.A.1-Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.A.2-Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.A.3-Recognize a few common gestures and cultural practices associated with the target culture(s). (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.A.4-Identify familiar people, places, and objects based on simple oral and/or written descriptions. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.A.5-Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.B.A.1-Respond to learned questions. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.B.A.2-Ask memorized questions. (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.B.A.3-State needs and</p>

				<p>preferences. (PK, KG, 01-12) [State:New Jersey] 7.1.NM.B.A.4-Describe people, places, and things. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.B.B-Cultural: Personal identity is developed through experiences that occur within one s family, one s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/ dislikes, and pastimes.) (PK, KG, 01-12)[State:New Jersey] 7.1.NM.B.C-Cultural: Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics/ activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) (PK, KG, 01-12) [State:New Jersey] 7.1.NM.B.D-Cultural: Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.) (PK, KG, 01-12) [State:New Jersey] 7.1.NM.B.E-Cultural: Many</p>
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				<p>products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.) (PK, KG, 01-12) [State:New Jersey] 7.1.NM.B.H-Cultural: Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.) (PK, KG, 01-12) [State:New Jersey] 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. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.B.4-Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.C.A.1-Make lists. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.C.A.2-State needs and</p>
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Title : Spanish 3B
Type : Essential

				preferences. (PK, KG, 01-12) [State:New Jersey] 7.1.NM.C.A.3-Describe people, places, and things. (PK, KG, 01-12)[State:New Jersey]
Plans: U Chapter 1B Tu Dia Escolar: After school				

Duration: December/Week 14				
UNIT NAME: BENCHMARK ASSESSMENT: Chapter 1A/B				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
	<p>This is to be a benchmark assessment consisting of oral, listening and writing skills/ knowledge covered in Chapter 1A/B. The assessment will be used to evaluate the effectiveness of teaching thus far. Students will complete review work while individual speaking assessments are conducted by the teacher. This will be followed by a group listening/writing assessment. Data from these evaluations will be used to modify instruction going forward.</p>			
Plans:				

Duration: December/Week 15 - January/Week 19

UNIT NAME: Immigration

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Along with being a germane political issue, immigration is also a human rights topic. While most Americans are concerned with the impact immigration has on this country, understanding the motivations for individual immigrants is of paramount importance if cogent solutions are sought. Immigrants from Mexico can have drastically different reasons for leaving their homes than an immigrant from, say, Chile or El Salvador.</p>	<ul style="list-style-type: none"> • What motivates someone to leave their birthplace to come to an unknown country? • How does one become a resident, and eventually a citizen, of the USA? • Are all Hispanic immigrants the same? • What specific issues do Hispanic immigrants face that other immigrants don't? • How are Hispanic immigrants portrayed in American media and popular culture? • Can a human be "illegal" as a state of being? 	<ul style="list-style-type: none"> • Geography of Hispanic world • Process of becoming a resident/citizen • Motivations for immigration (economic, political, and personal) 	<ol style="list-style-type: none"> 1. show an understanding of spoken Spanish through film 2. compare and contrast life in America and life in Latin America to better understand the reasons for immigration 	<p>7.1.NM.A.E-Cultural: Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.) (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.A.F-Cultural: What is perceived as basic needs varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.) (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.A.G-Cultural: Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history,</p>

				<p>economics, science, and geography.) (PK, KG, 01-12) [State:New Jersey] 7.1.NM.A.H-Cultural: Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.) (PK, KG, 01-12) [State:New Jersey] 7.1.NM.A.1-Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.A.3-Recognize a few common gestures and cultural practices associated with the target culture(s). (PK, KG, 01-12)[State:New Jersey] 7.1.NM.A.4-Identify familiar people, places, and objects based on simple oral and/or written descriptions. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.C.A.1-Make lists. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.C.A.3-Describe people, places, and things. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.C.B-Cultural: Personal identity is developed through</p>
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				<p>experiences that occur within one s family, one s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/ dislikes, and pastimes.) (PK, KG, 01-12)[State:New Jersey] 7.1.NM.C.C-Cultural: Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics/ activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) (PK, KG, 01-12) [State:New Jersey]</p>
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Plans:
U Immigration

Duration: January/Week 20 - February/Week 23

UNIT NAME: Spain and the Geography

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Knowing the mother country of the Spanish language is a task that every student in the Spanish level 3 should know. There are 17 regions “Autonomies” in Spain that differ in their history and culture. It is very important to be able to differentiate the regions among themselves and to demonstrate total knowledge of their own different cultures, food and rituals.</p>	<p>1. What is the cultural and historical significance of Spanish autonomies. 2. Why Spain has 17 Autonomies and how are they different.</p>	<p>1. The names of the 17 Spanish autonomies. 2. Characteristics of certain autonomies. 3. Historical influences of regions.</p>	<p>1. Students will research an autonomy of their choice, utilizing resources from our media center and the Internet. 2. Give an oral presentation in Spanish to the class. 3. Students will write a detailed research paper, discussing the history, culture, sites and foods of a Spanish autonomy. 4. Demonstrate note-taking skills while taking guided notes in Spanish during presentations.. 5. View a film of Spain.</p>	<p>7.1.NM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.A-Interpretive Mode (PK, KG, 01-12)[State:New Jersey] 7.1.NM.A.A-Linguistic: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. (PK, KG, 01-12) [State:New Jersey] 7.1.NM.A.B-Cultural: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should</p>

				<p>include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.A.G-Cultural: Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.) (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.A.3-Recognize a few common gestures and cultural practices associated with the target culture(s). (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.A.4-Identify familiar people, places, and objects based on simple oral and/or written descriptions. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.B-Interpersonal Mode (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.B.A.4-Describe people, places, and things. (PK, KG, 01-12)[State:New Jersey]</p>
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Plans:
U Spain and the Geography

Duration: February/Week 24 - March/Week 26

UNIT NAME: Don Quijote

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Don Quijote is one of the most important literary works within the Western canon. It is the 2nd most translated book behind the Bible and has been a bedrock of theory throughout the centuries.</p> <p>Students should have at least a passing understanding of this work before graduating high school.</p>	<ul style="list-style-type: none"> • Who was Miguel de Cervantes? • Why is Don Quijote so important a work? • What impact does narration have on the plot? • What is "insanity"? 	<ul style="list-style-type: none"> • Narrative technique (Point of view) • "Hidalgo" culture • Metafiction • Parody • Pathos • Character development • Episodic structure of work 	<ul style="list-style-type: none"> • Read English adaption • View film • Chapter/episode summary • Plot questions (English/Spanish) • Chronology exercise • Webquest (Cervantes) • PowerPoint presentation • Lit circle 	<p>7.1.NM.A.C-Cultural: Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.A.G-Cultural: Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.) (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.A.1-Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.A.3-Recognize a few common gestures and cultural</p>

				<p>practices associated with the target culture(s). (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.A.5-Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.B.A.1-Respond to learned questions. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.B.A.4-Describe people, places, and things. (PK, KG, 01-12)[State:New Jersey]</p> <p>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. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.B.5-Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.C.A.1-Make lists. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.C.A.3-Describe people, places, and things. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.C.2-Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.C.3-Copy/write words, phrases, or simple guided texts on familiar topics. (PK, KG, 01-12)[State:New Jersey]</p>
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				7.1.NM.C.4-Present information from age- and level-appropriate, culturally authentic materials orally or in writing. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.C.5-Name and label tangible cultural products and imitate cultural practices from the target culture(s). (PK, KG, 01-12)[State:New Jersey]
Plans: U Don Quijote de la mancha				

Duration: March/Week 27 - April/Week 30

UNIT NAME: Chapter 2A Como te preparas?

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Everyone has their own unique way to get ready for something.... Morning routines and special events are just some examples of that.</p>	<p>How do people get ready for an special event? How would people describe their daily routine? How do people in Spanish Speaking countries get ready for an special event?</p>	<ol style="list-style-type: none"> 1. How to talk about their daily routine 2. Cultural perspectives on clothing and special events 3. How to describe getting ready every day and for a special event 4. Possesive adjectives 5. ser vs estar 6. reflexive verbs 	<p>Use vocabulary to talk about daily routine and how to get ready for an special event Understand cultural differences and similarities among themselves and Spanish speaking students Use grammar learn in the unit to have a conversation and describe their daily activities in their morning and how to prepare themselves to attend a special event</p>	<p>7.1.NM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.A-Interpretive Mode (PK, KG, 01-12)[State:New Jersey] 7.1.NM.A.A-Linguistic: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. (PK, KG, 01-12) [State:New Jersey] 7.1.NM.A.B-Cultural: Personal identity is developed through experiences that occur within one s family, one s community, and the culture at large. (Topics that assist in the development of this understanding should</p>

				<p>include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.A.C-Cultural: Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.A.1-Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.A.3-Recognize a few common gestures and cultural practices associated with the target culture(s). (PK, KG, 01-12)[State:New Jersey]</p> <p>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. (PK, KG, 01-12)[State:New Jersey]</p> <p>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. (PK, KG,</p>
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				01-12)[State:New Jersey] 7.1.NM.B.3-Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.C-Presentational Mode (PK, KG, 01-12)[State:New Jersey] 7.1.NM.C.A.3-Describe people, places, and things. (PK, KG, 01-12)[State:New Jersey]
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Plans:
U Como te preparas?

Duration: April/Week 31 - May/Week 34

UNIT NAME: Chapter 2B Que ropa compraste?

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Bargain for items is common while shopping in Spanish-speaking countries. Knowing the value of things is very important to be able to practice this activity.</p>	<p>1. Do you remember the last time you when shopping? How was it? Did you bargain? 2. Why do people bargain in stores in Spanish speaking countries?</p>	<p>1. Vocabulary and expressions for shopping 2. How to form the regular past tense</p>	<p>1. Talk about shopping experiences 2. Describe past events 3. Give descriptions of clothing</p>	<p>7.1.NM.A.A-Linguistic: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. (PK, KG, 01-12) [State:New Jersey] 7.1.NM.A.E-Cultural: Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.) (PK, KG, 01-12) [State:New Jersey] 7.1.NM.A.1-Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.B.A.1-Respond to learned questions. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.C.A-Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: (PK, KG, 01-12)[State:New Jersey]</p>

				<p>7.1.NM.C.H-Cultural: Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.) (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.C.1-Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.C.4-Present information from age- and level-appropriate, culturally authentic materials orally or in writing. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.C.5-Name and label tangible cultural products and imitate cultural practices from the target culture(s). (PK, KG, 01-12)[State:New Jersey]</p>
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Plans:

U Chapter 2B que ropa compraste?

Duration: May/Week 35 - June/Week 38

UNIT NAME: Spanish Artist

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. Art is effected by historical events and personal experiences of an artist. 2. Everyone has different opinions.</p>	<p>1. How did the personal life of certain Spanish artists effect their painting? 2. How did the time period effect the style of artists.</p>	<p>1. Key vocabulary: Art, artists. 2. Historical information about certain Spanish times. 3. The significance and style of certain paintings and artists.</p>	<p>1. Show an understanding of the historical time periods of artists Diego Velasquez, Francisco Goya, El Greco, and Pablo Picasso. *Draw or sketch your favorite painting in your own "style". 2. Identify certain paintings and explain their significance. *Write significant facts about one painting for each artist studied. 3. Differentiate types of art styles. *Make comparisons: Explain the similarities and differences of two of the spanish artist 4. Show an understanding of different Spanish historical periods and how it effect art. *Create a time lifour artists.ne which depicts historical events and the artists life. 5. Critique given paintings and styles of artists.</p>	<p>7.1.NM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (PK, KG, 01-12)[State:New Jersey] 7.1.NM.A.C-Cultural: Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) (PK, KG, 01-12) [State:New Jersey] 7.1.NM.A.G-Cultural: Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts</p>

				<p>more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.) (PK, KG, 01-12) [State:New Jersey]</p> <p>7.1.NM.A.1-Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.A.3-Recognize a few common gestures and cultural practices associated with the target culture(s). (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.C.A-Linguistic: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: (PK, KG, 01-12)[State:New Jersey]</p> <p>7.1.NM.C.A.3-Describe people, places, and things. (PK, KG, 01-12)[State:New Jersey]</p>
<p>Plans: U Spanih Artist</p>				