

Board Approval Date:

Course Title: Spanish B

Course Description: A comprehensive introduction to the practical use of the target language of Spanish, which explores both the self and the world around students through the lens of the culture of Spanish speaking countries.

Course Sequence & Pacing

Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Vamos a Recordar Introducing Myself/Exploring Student Life	21	Unit 3: La Copa Mundial Acquiring Target Language Vocabulary and Verbs
2	Unit 1: Vamos a Recordar Introducing Myself/Exploring Student Life	22	Unit 3: La Copa Mundial Acquiring Target Language Vocabulary and Verbs
3	Unit 1: Vamos a Recordar Introducing Myself/Exploring Student Life	23	Unit 3: La Copa Mundial Exploring soccer and famous Hispanic soccer players

4	<p align="center">Unit 1: Vamos a Recordar Introducing Myself/Exploring Student Life</p>	24	<p align="center">Unit 3: La Copa Mundial Sports Announcer Skit Say what is happening now (Present Progressive)</p>
5	<p align="center">Unit 1: Vamos a Recordar Celebrating Hispanic Heritage Month</p>	25	<p align="center">Unit 3: La Copa Mundial Acquiring Target Language Vocabulary and Verbs</p>
6	<p align="center">Unit 1: Vamos a Recordar Celebrating Hispanic Heritage Month</p>	26	<p align="center">Unit 3: La Copa Mundial Discovering Argentina's Blind Soccer Team</p> <p>Exploring soccer in the Hispanic World</p> <p>Compare and Contrast soccer in your country with Soccer in a Spanish speaking country.</p>
7	<p align="center">Unit 1: Vamos a Recordar Remembering Daily House and Family/ Food and Celebrations</p>	27	<p align="center">Unit 3: La Copa Mundial Acquiring Target Language Vocabulary and Verbs</p>
8	<p align="center">Unit 1: Vamos a Recordar Remembering House and Family/ Food and Celebrations</p>	28	<p align="center">Unit 3: La Copa Mundial Acquiring Target Language Vocabulary and Verbs</p>

9	Unit 1: Vamos a Recordar Remembering House and Family/ Food and Celebrations	29	Unit 3: La Copa Mundial Project: La Copa Mundial
10	Unit 1: Vamos a Recordar Exploring Mexico:El Dia de los Muertos (Coco)	30	Unit 3: La Copa Mundial Project: La Copa Mundial
Week	Marking Period 2	Week	Marking Period 4
11	Unit 2: Vamos de Compras al Mercado Review and Acquire Target Language Vocabulary and Verbs	31	Unit 4: Buen Viaje Acquire Target Language Vocabulary and Verbs Irregular Yo verbs Vacation, Airport, Train, Taxi
12	Unit 2:Vamos de Compras al Mercado Review and Acquire Target Language Vocabulary and Verbs	32	Unit 4: Buen Viaje Acquire Target Language Vocabulary and Verbs Irregular Yo verbs Vacation, Airport, Train, Taxi
13	Unit 2:Vamos de Compras al Mercado Exploring La Ropa	33	Unit 4: Buen Viaje Acquire Target Language Vocabulary and Verbs: Irregular Yo verbs Vacation, Airport, Train, Taxi Discover how to tell time using the 24 Hour clock Review Currency from Spanish speaking countries

14	<p>Unit 2: Vamos de Compras al Mercado Exploring Markets</p>	34	<p>Unit 4: Buen Viaje Exploring Vacations and Transportation</p>
15	<p>Unit 2: Vamos de Compras al Mercado Comprehensive Role-Play: En El Mercado (Major) Compare and Contrast shopping in the United States with shopping in a Spanish speaking country</p>	35	<p>Unit 4: Buen Viaje Comprehensive role-play/skit: En el aeropuerto</p>
16	<p>Unit 2: Vamos de Compras al Mercado Develop an Appreciation for Hispanic Holidays: La Navidad Choice Board</p>	36	<p>Unit 4: Buen Viaje Exploring Vacations and Transportation</p>
17	<p>Unit 2: Vamos de Compras al Mercado Los Diseñadores Down to Xjabelle Una Diseñadora Sin Límites</p>	37	<p>Unit 4: Buen Viaje Exploring Vacations and Transportation</p>
18	<p>Unit 2: Vamos de Compras al Mercado Exploring Fashion</p>	38	<p>Unit 4: Buen Viaje Review Target Language Vocabulary and Verbs Make a Passport Pack your suitcase Make a team t-shirt Watch the Amazing Race</p>

19	Unit 2: Vamos de Compras al Mercado Presentation: Desfile de Moda (Major)	39	Unit 4: Buen Viaje Project: The Amazing Race Including: Easter Island
20	Unit 2: Vamos de Compras al Mercado Presentation: Desfile de Moda (Major)	40	Unit 4: Buen Viaje Project: The Amazing Race Including: Easter Island

Stage 1 Desired Results

Unit Title #1: Vamos a Recordar

Unit Summary: Through a review, students will reinforce and expand upon key concepts learned in Spanish A. Students will additionally explore the Hispanic Holiday: El Día de los Muertos and celebrate Hispanic Heritage Month. As students progress through their studies, they will strive to continue to communicate at the novice-mid level.

Unit Learning Targets

NJSLS Standards:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

World Language Practices:

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Daily Activities and Traditions - Daily activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are

readily recognizable. Students will use these activities and customs as fulcra for target language acquisition that enables comprehension in the target language.

Describing Yourself and Others - Means of describing yourself and others rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of *gustar and ser* in language use. Integral to language study is the adaptation of a target language identity that incorporates a cultural lens on the student's perspective. This lens is key to second language acquisition through its development of an identity that is second language centered. Fostering the development of this identity will occur through student manipulation of the target language regarding this topic.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.1.8.CP.1: Compare prices for the same goods or services

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Computer Science & Design Thinking (CS & DT):

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Writing:

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Reading:

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions

Climate Change:7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Unit Essential Questions:

Who am I and how can I get to know others?

Unit Enduring Understandings:

Language connects people.

How will learning another language broaden my horizons and be useful in other aspects of life?

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How do my daily activities and school life differ from those of students in the Hispanic world?

What are some staple foods of target language countries?

How do holiday celebrations differ from culture to culture?

How does the family differ from one culture to another?

What is my definition of family?

How and where do people live in the countries where the target-language is spoken? How is my house similar and different?

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

Geography and tradition influence our society, its institutions and products.

Students will know vocabulary related to:

- **Greetings, salutations and leave takings**
- **Interrogatives**
- **adjectives and characteristics**
- **days, months, year, date, and time**
- **Numbers and colors**
- **Classroom objects**
- **School subjects/facilities**
- **Day of the Dead**
- **family and house**
- **food and celebrations**
- **Weather variation across Spanish-speaking countries and seasons**
- **Expressions of feeling and emotion**
- **Expressions of like and dislike**
- **Pastime Activities**
- **Self Introduction: name, age, origin, and birthday**
- **noun/adj. agreement**
- **Hay**
- **Conjugations in the present tense: ser, gustar, ir, tener, estar, and regular ar,er,ir verbs**
- **Prepositions**
- **Classroom Commands**

Students will be able to:

Utilize the target language in both writing and speaking
Comprehend the target language in both reading and listening
Paraphrase/summarize text and audio in the target language
Synthesize syntax and vocabulary accurately to produce the target language
Conjugate ser, gustar, ir, tener, estar, and regular ar,er,ir verbs in the present tense
Express emotions and feelings
Express location
Describe themselves and others
Count to 1,000,000
State one's name, age, origin, and birthday
State the day, date, season, and time
Compare and contrast weather variations across Spanish-speaking countries and the United States.
Express likes and dislikes
Discuss pastime activities
Describe the objects in a classroom and what I need for each class
State subjects studied at school
Describe your family, house, food, and celebrations.
Create and Present a project to celebrate Hispanic Heritage Month
Develop an appreciation for Hispanic Holidays: El Día de los Muertos (View the movie Coco)
Have a get to know you conversation with a new student.
Give and respond to classroom commands

Stage 2 Assessment Evidence

Summative Assessments: Comprehensive Role-Play: The New Student
Hispanic Heritage Month Project

Formative Assessments:

Q&A sessions

Student to Student Guided Conversation activities

Teacher observation during class activities

Listening Activities

Cultural Readings

Quiz: verb/grammar/vocabulary/reading/listening

Dialogue/Role-Plays/Paired Conversations/Skit

Writing Prompts

Independent Writing

Color by number/conjugation creation and completion/Mystery Picture

TPR

Exit Pass

Do Now

Reflection

Digital activities (Quizlet, Gimkit, Edpuzzle, etc...)

Movie quiz: Coco

Common Benchmark Assessments:

Hispanic Heritage Month Project			
Alternative Assessments: Comprehensive Role-Play: The New Student Hispanic Heritage Month Project			
Stage 3 Learning Plan			
<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 Climate Change: 7.1.NM.IPERS.6: 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	Introducing Myself/Exploring Student Life	Utilize the target language in both writing and speaking Comprehend the target language in both reading and listening Paraphrase/summarize text and audio in the target language Synthesize syntax and vocabulary accurately to produce the target language Conjugate ser, gustar, ir, estar, and regular ar verbs in the present tense Use hay Express emotions and feelings Describe themselves and others State one’s name, age, origin, and birthday State the day, date, season, and time Compare and contrast weather variations across Spanish-speaking countries and the United States. Express likes and dislikes Discuss pastime activities Describe the objects in a classroom and what I need for each class State subjects studied at school	4 weeks

<p>7.1.NM.PRSNT.5</p> <p>RST.6-8.2. NJSLSA.W4. WHST.6-8.9</p>		<p>Have a get to know you conversation with a new student. Give and respond to classroom commands</p>	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.5</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p> <p>9.1.2.CAP.1 RST.6-8.2 NJSLSA.W4. WHST.6-8.9</p> <p>8.1.2.NI.1:</p>	<p>Celebrating Hispanic Heritage Month</p>	<p>Create and Present a project to celebrate Hispanic Heritage Month</p>	<p><i>2 weeks</i></p>

<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p> <p>RST.6-8.2</p> <p>NJSLSA.W4. WHST.6-8.9</p> <p>9.1.8.CP.1</p> <p>8.1.2.NI.2:</p>	<p align="center">Remembering House and Family/Food and Celebrations</p>	<p>Utilize the target language in both writing and speaking Comprehend the target language in both reading and listening Paraphrase/summarize text and audio in the target language Synthesize syntax and vocabulary accurately to produce the target language Conjugate ser, gustar, ir, tener, estar, and regular ar,er,ir verbs in the present tense Use hay Describe your family, house, food, and celebrations. Count to 1,000,000 Express location</p>	<p align="center"><i>3 weeks</i></p>

7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4 NJSLSA.W4.	Exploring Mexico: El Día de los Muertos	Develop an appreciation for Hispanic Holidays: El Día de los Muertos (View the movie Coco)	1 week

**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation Textbook, Workbook, Videos, : <i>Avancemos</i>	*Schedules may be adjusted due to interruptions such as state testing, field trips, etc.
Audio recordings of target language: <i>Avancemos</i> , TPT	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Quizizz, Padlet, Rockalingua, Google Classroom, Edpuzzle, Google Forms, Jam Board, Goose Chase, Flipgrid, Boom Cards, Duolingo, laptop, and Seesaw, Google Slides	
Leveled texts for students: TPT, Garbanzo and Newsela	
You Tube: Authentic Videos and Songs	

Teacher made resources and activities	
<i>Images</i> - Leveled readings, authentic articles, letters	
Graphic Organizers	
Manipulatives and Realia	
Movie: Coco	
The Amazing Race	

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Organizational support
- Teacher repeating conversations/directions after native speakers for clarity
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Use of Graphic Organizers
- Preferential Seating

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills

- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #2 : Vamos de Compras al Mercado

Through an exploration of “El Mercado”, students will learn to identify and describe food and clothing on display at the market. In addition, they will learn how to make purchases and bargain with shop owners to get a good price. At the same time, they will also gain insight into the Spanish speaking world by comparing and contrasting shopping activities in the United States with those in Spanish speaking countries. After investigating several famous Hispanic designers, students will create, narrate, and present a fashion show in front of an audience of their peers.

They will describe clothing, colors, styles, when you would wear the outfit, and express preferences and opinions. As students progress through their studies, they will strive to continue to communicate at the novice-mid level.

Unit Learning Targets

NJSLS Standards:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

World Language Practices:

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Shopping Practices and Customs - Shopping practices and Customs are rooted in ones that are easily accessible to students. Opportunity for analysis of the shopping practices and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these pastimes and customs as fulcra for target language acquisition that enables comprehension in the target language.

Describing Clothing and Food - The means of describing clothing and food rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of *gustar and ser* in language use. Integral to language study is the adaptation of a target language identity that incorporates a cultural lens on the student's perspective. This lens is key to second language acquisition through its development of an identity that is second language centered. Fostering the development of this identity will occur through student manipulation of the target language regarding this topic.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.1.8.CP.1: Compare prices for the same goods or services

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Computer Science & Design Thinking (CS & DT):

8.1.2.AP.4: Break down a task into a sequence of steps.

Writing:

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Reading:

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Disabilities: N.J.S.A. 18A:35-4.35 LGBT: N.J.S.A. 18A:35-4.35

Unit Essential Questions:

How does “El Mercado” reflect life in Spanish speaking countries?

What are some cultural differences between buying and selling products?

What types of objects are sold in Latin American and Spanish markets?

What contributions have Hispanics made in the world?

Unit Enduring Understandings:

The practice of shopping varies in different parts of the world and, at the same time, conveys important information about the people and their perspectives.

Students will understand the fundamental differences between supermarkets/stores in the United States and the open-air markets of Latin America and Spain.

Hispanics have succeeded in many fields including fashion design

Students will know vocabulary related to:

Names of foods and clothing sold at “El Mercado” (chocolate)

Sizes, clothing styles, and fabric patterns

Review Numbers and Colors

Vocabulary expressions used when making purchases

Review various currencies used in target language countries and the conversion rates with the US dollar, el dinero, el dólar, el euro, el peso

Language for shopping in a market: Bargain, Ask for help, How much does it cost?, precio, ir de compras, pagar, nuevo, comprar

Review Question words

Review Que Expressions for describing items found in a market

Review Expressions of preference (Gustar)

Review Season and Months

Review Greetings, leave takings, and salutations

Review Weather

Review Direct Object Pronouns

Review Noun/Adjective Agreement

Review ser, gustar, ar verbs, er/ir verbs, ir + a, tener, estar, tener que, tener expressions (hambre y sed)

Fashion Designer

Stem Changing Verbs e-ie: Querer/Preferir/Pensar

La Navidad

Students will be able to: (*Verb Bloom’s Taxonomy*)

Compare and contrast shopping in the USA with shopping in “El Mercado”

Investigate clothing on authentic websites and/or advertisements

Listen to and comprehend information about clothing.

Bargain when making purchases to get the best price

Express needs and preferences

Identify and describe clothing and food

Create, present, and narrate a fashion show

Create and act out a comprehensive role-play about shopping in a mercado

Develop, ask and answer interview questions about purchases, needs, and preferences in food and clothing (price, color, style, quantity)

Express opinions

Convert US money into local currency

Use numbers and local currency to make purchases

Explore Hispanic Fashion Designers

Review previously learned vocabulary and verbs

Acquire target language vocabulary and verbs

	<p>Utilize the target language in both writing and speaking</p> <p>Comprehend the target language in both reading and/or listening</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p> <p>Describe clothing, colors, styles, when and where you wear the item, cost, etc.</p>
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Stage 2 Assessment Evidence
<p>Summative Assessments: Comprehensive Role Play: Vamos de Compras al Mercado Presentation: Desfile de Moda</p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Q&A sessions Student to Student Guided Conversation activities Teacher observation during class activities Listening Activities Cultural Readings Quiz: verb/grammar/vocabulary/reading/listening Dialogue/Role-Plays/Paired Conversations/Skit Writing Prompts Independent Writing Color by number/conjugation creation and completion/Mystery Picture

TPR Exit Pass Do Now Reflection Digital activities (Quizlet, Gimkit, Edpuzzle, etc...)			
Common Benchmark Assessments: Comprehensive Role Play: Vamos de Compras al Mercado			
Alternative Assessments: Comprehensive Role Play: Vamos de Compras al Mercado Presentation: Desfile de Moda			
Stage 3 Learning Plan			
<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
<i>(Number Only)</i> 7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NM.IPRET.4 7.1.NL.IPERS.1: 7.1.NL.IPERS.2: 7.1.NL.IPERS.3: 7.1.NL.IPERS.5: 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4	Acquire and Review Target Language Vocabulary and Verbs	Demonstrate previous knowledge of Target Language Vocabulary and Verbs Identify and describe clothing and food Acquire target language vocabulary and verbs	2 weeks

RST.6-8.2. NJSLSA.W4.			
RST.6-8.2. NJSLSA.W4. 9.1.8.CP.1: 7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NM.IPRET.4 7.1.NL.IPERS.1: 7.1.NL.IPERS.2: 7.1.NL.IPERS.3: 7.1.NL.IPERS.5: 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4	Exploring La Ropa	<p>Investigate clothing on authentic websites and/or advertisements</p> <p>Utilize the target language in both writing and speaking</p> <p>Comprehend the target language in both reading and/or listening</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p> <p>Listen to and comprehend information about clothing.</p>	1 week

<p>7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPRET.4</p> <p>7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3 7.1.NL.IPERS.5</p> <p>7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4 7.1.NL.PRSNT.5</p> <p>NJSLSA.W4. NJSLSA.W3. RST.6-8.2.</p>	<p>Discovering El Mercado</p> <p>Acquire Target Language Vocabulary and Verbs</p> <p>Create and Present a Comprehensive Role-Play: Vamos de Compras al Mercado</p> <p>Compare and Contrast shopping in the United States with shopping in a Spanish speaking country</p>	<p>Utilize the target language in both writing and speaking</p> <p>Comprehend the target language in both reading and/or listening</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p> <p>Compare and contrast shopping in the USA with shopping in “El Mercado”</p> <p>Bargain when making purchases to get the best price</p> <p>Express needs and preferences</p> <p>Create and act out a comprehensive role-play about shopping in a mercado</p> <p>Develop, ask and answer interview questions about purchases, needs, and preferences in food and clothing (price, color, style, quantity)</p> <p>Express opinions</p> <p>Convert US money into local currency</p> <p>Use numbers and local currency to make purchases</p>	<p>2 weeks</p>
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<p>7.1.NM.IPRET.1: 7.1.NM.IPRET.2: 7.1.NM.IPRET.3: 7.1.NM.IPRET.4:</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.5</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p> <p>NJSLSA.W4. RST.6-8.2.</p>	<p>Develop an Appreciation for Hispanic Holidays: La Navidad</p>	<p>Develop an appreciation for Hispanic holidays: La Navidad</p> <p>Utilize the target language in both writing and speaking</p> <p>Comprehend the target language in both reading and/or listening</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p>	<p>1 week</p>
<p>7.1.NM.IPRET.1: 7.1.NM.IPRET.3: 7.1.NM.IPRET.4: 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p>	<p>Researching Los Diseñadores</p>	<p>Develop an appreciation for Fashion Designer Isabella Springmuhl (Hispanic Clothing Designer with Down Syndrome)</p> <p>Explore Hispanic, LatinX, and Disabled Fashion Designers</p> <p>Utilize the target language in both writing and speaking</p>	<p>1 week</p>

<p>Disabilities: N.J.S.A. 18A:35-4.35</p> <p>LGBT: N.J.S.A. 18A:35-4.35</p> <p>NJSLSA.W4. RST.6-8.2.</p> <p>9.1.2.CAP.1:</p>		<p>Comprehend the target language in both reading and/or listening</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p> <p>Describe others using oral or written text.</p> <p>Recognize descriptions of people as found in culturally authentic oral and/or written texts.</p>	
<p>7.1.NL.IPRET.1 7.1.NL.IPRET.3 7.1.NL.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.4 NJSLSA.W4. RST.6-8.2.</p>	<p>Examine Fashion</p>	<p>Utilize the target language in both writing and speaking</p> <p>Comprehend the target language in both reading and/or listening</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p>	<p>1 week</p>
<p>7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3</p>	<p>Describing Clothing</p>	<p>Create, present, and narrate a fashion show</p> <p>Utilize the target language in both writing and speaking</p>	<p>2 weeks</p>

<p>7.1.NL.IPRET.4</p> <p>7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3 7.1.NL.IPERS.5:</p> <p>7.1.NL.PRSNT.1 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4 7.1.NL.PRSNT.5</p> <p>NJSLSA.W4. NJSLSA.W3. 8.1.2.AP.4:</p> <p>9.1.2.CAP.1:</p>		<p>Comprehend the target language in both reading and/or listening</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p> <p>Describe clothing, colors, styles, when and where you wear the item, cost, etc.</p> <p>Express preference</p>	
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**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation Textbook, Workbook, Videos, : <i>Avancemos</i>	*Schedules may be adjusted due to interruptions such as state testing, field trips, etc.
Audio recordings of target language: <i>Avancemos</i> , TPT	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Quizizz, Padlet, Rockalingua, Google Classroom, Edpuzzle, Google	

Core Instructional & Supplemental Materials

(including various levels of texts)

Forms, Jam Board, Goose Chase, Flipgrid, Boom Cards, Duolingo, laptop, and Seesaw, Google Slides	
YouTube and Ted Talk: Authentic Videos and Songs	
Teacher made resources and activities	
<i>Images</i> - Leveled readings, authentic articles, TPT, Garbanzo, Newsela	
Manipulatives and Realia	
Graphic Organizers	
Disabilities: Down to Xjabelle Una Diseñadora Sin Límites Garbanzo.io	

Accommodations and Modifications:

Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Organizational support
- Teacher repeating conversations/directions after native speakers for clarity
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Use of Graphic Organizers

- Preferential Seating

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #3: La Copa Mundial

Unit Summary: Through an exploration of “soccer”, students will learn to identify and describe vocabulary related to soccer. After investigating several famous Hispanic soccer players, partners will create and present a soccer game broadcast by saying actions that are happening now (Present Progressive). At the same time, they will also gain insight into the role that soccer plays in Hispanic culture. Finally, groups will create a presentation to persuade their classmates that their Spanish speaking country should host the World Cup. As students progress through their studies, they will strive to continue to communicate at the novice-mid level.

Unit Learning Targets

NJSLS Standards:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

World Language Practices:

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Soccer Activities and Traditions - Soccer activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these activities and customs as fulcra for target language acquisition that enables comprehension in the target language.

Describing Soccer - The means of describing soccer rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of the Present Progressive and Stem Changing Verbs in language use. Integral to language study is the adaptation of a target language identity that incorporates a cultural lens on the student's perspective. This lens is key to second language acquisition through its development of an identity that is second language centered. Fostering the development of this identity will occur through student manipulation of the target language regarding this topic.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Computer Science & Design Thinking (CS & DT):

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Writing:

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Reading:

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Disabilities: N.J.S.A. 18A:35-4.35

Unit Essential Questions:

How does soccer reflect culture?

How do you discuss soccer?

How do you express what interests, bores, hurts, or pleases you?

How do you express what you want to do and your preferences?

What role does soccer play in the Hispanic world?

How is soccer in my country similar and different from soccer in a Spanish speaking Country?

Unit Enduring Understandings:

Learning a different culture leads to greater understanding of one's own culture.

Soccer plays a significant role in many cultures.

Soccer brings together the people of a culture or country.

Students will know vocabulary related to :

soccer

Present Progressive Verb conjugations

Famous Players

soccer broadcast

Gustar Like Verbs and conjugations

body

Stem Changing Verbs and conjugations

Nationalities

Season and Months

Greetings, leave takings, and salutations

Weather

Direct Object Pronouns

Noun/Adjective Agreement

ser, gustar, ar verbs, er/ir verbs, ir + a, tener, estar

Ordinal Numbers

Possessive Adjectives

Numbers

Prepositions

Students will be able to: (*Verb Bloom's Taxonomy*)

Describe soccer using new vocabulary

Explain what body parts you use for different activities

Show and use the forms of stem-changing verbs in order to express what you prefer, what you want, etc.

Express likes/loves and dislikes and tell what bores, hurts, pleases, and interests me

Create a soccer broadcast by saying what is happening now (Present Progressive)

Create, and present the project: World Cup Host City

Conjugate and use the Present Progressive

Discuss soccer activities

Tell what they want to, begin to, and prefer to do

Utilize the target language in both writing and speaking

Comprehend the target language in both reading and listening

Paraphrase/summarize text and audio in the target language

Acquire new target language vocabulary

Synthesize syntax and vocabulary accurately to produce the target language

Review Season and Months

Review Greetings, leave takings, and salutations

Review Weather

Review Direct Object Pronouns

Review Noun/Adjective Agreement

Review ser, gustar, ar verbs, er/ir verbs, ir + a, tener, estar

Review Ordinal numbers

Review Possessive Adjectives

Create and complete a Spanish Mystery Picture using new vocabulary and/or verb conjugation.

Identify soccer activities through listening comprehension activities, picture prompts, hands-on activities, textbook exercises, and digital games.

Compare soccer played in Spanish speaking countries to soccer played in the U.S.

Recognize conjugations of stem changing verbs in the present tense through graphic organizers, paired activities, songs, video tutorials, textbook tutorials, guided oral and written activities, and digital and hands-on games.

Communicate about soccer through role-plays and paired conversations.

Comprehend native speakers as they discuss soccer activities.

Respond to native speakers as they pose questions about their soccer activities and the soccer activities of others through speaking prompts and listening comprehension activities.

Comprehend text using target language vocabulary and verbs.

Use target language vocabulary to sequence events during speaking practice, independent written activities, and role-plays.

Participate in oral interviews using current and previously learned vocabulary and grammatical structures.

State what people are not doing using negation through guided oral and written practice.

Combine words and phrases to respond to spontaneous and practiced interview questions.

TPR-Play Simon Says with body parts.

Talk about the World Cup

Identify and locate Spanish speaking countries around the world, their flags, and nationalities

Give and follow directions

Introduce famous soccer players from Spanish speaking countries giving pertinent personal identity information

	<p>Give and follow instructions for playing soccer</p> <p>Give advice on playing soccer</p>
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Stage 2 Assessment Evidence

Summative Assessments: Role-Play Soccer Broadcast
Project: World Cup Host City

Formative Assessments:

Q&A sessions

Student to Student Guided Conversation activities

Teacher observation during class activities

Listening Activities

Cultural Readings

Quiz: verb/grammar/vocabulary/reading/listening

Dialogue/Role-Plays/Paired Conversations/Skit

Writing Prompts

Independent Writing

Color by number/conjugation creation and completion/Mystery Picture

TPR

Exit Pass

Do Now

Reflection			
Digital activities (Quizlet, Gimkit, Edpuzzle, etc...)			
Common Benchmark Assessments: Project: World Cup Host City			
Alternative Assessments: Role-Play Soccer Broadcast Project: World Cup Host City			
Stage 3 Learning Plan			
<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
<i>(Number Only)</i> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.5 7.1.NM.PRSNT.1	Review and Acquire Target Language Vocabulary and Verbs	Review and Acquire Target Language and Verbs: Identify and describe Soccer vocabulary. Identify nationalities. Review Season and Months Review Greetings, leave takings, and salutations Review Weather Review Direct Object Pronouns Review Noun/Adjective Agreement	2 weeks

<p>7.1.NM.PRSNT.2 7.1.NM.PRSNT.4</p> <p>WHST.6-8.4.</p>		<p>Review ser, gustar, ar verbs, er/ir verbs, ir + a, tener, estar</p> <p>Review Ordinal Numbers</p> <p>Review Possessive Adjectives</p> <p>Review numbers and prepositions of location.</p> <p>Conjugate and use the Present Progressive</p> <p>Recognize conjugations of present progressive verbs in the present tense through graphic organizers, paired activities, songs, video tutorials, textbook tutorials, guided oral and written activities, and digital and hands-on games.</p> <p>Create and complete a Spanish Mystery Picture using new vocabulary and/or verb conjugation.</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p> <p>Identify soccer activities through listening comprehension activities, picture prompts, hands-on activities, textbook exercises, and digital games.</p>	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2</p>	<p>Exploring soccer and famous Hispanic soccer players</p>	<p>Comprehend the target language in both reading and listening</p>	<p><i>1 week</i></p>

<p>7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1: 7.1.NM.IPERS.2: 7.1.NM.IPERS.3: 7.1.NM.IPERS.5:</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4</p> <p>RST.6-8.2</p> <p>WHST.6-8.4. WHST.6-8.9</p> <p>8.1.2.NI.1 8.1.2.IC.2</p> <p>9.1.8.PB.5: 9.1.8.EG.5:</p>		<p>Paraphrase/summarize text and audio in the target language</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p> <p>Discuss soccer activities</p> <p>Utilize the target language in both writing and speaking</p> <p>Communicate about soccer through role-plays and paired conversations.</p> <p>Comprehend native speakers as they discuss soccer activities.</p> <p>Respond to native speakers as they pose questions about their soccer activities and the soccer activities of others through speaking prompts and listening comprehension activities.</p> <p>Participate in oral interviews using current and previously learned vocabulary and grammatical structures.</p>	
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		<p>Combine words and phrases to respond to spontaneous and practiced interview questions.</p> <p>Give and follow directions</p> <p>Give and follow instructions for playing soccer</p> <p>Give advice on playing soccer</p> <p>Introduce famous soccer players from Spanish speaking countries giving pertinent personal identity information</p>	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.3</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.2</p>	<p>Create and Present a role-play about a soccer game broadcast</p>	<p>Ask memorized questions related to soccer by interacting with classmates using digital tools and face-to-face communication.</p>	<p>1 week</p>

<p>7.1.NM.IPERS.3 7.1.NM.IPERS.5</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p> <p>WHST.6-8.4.</p>		<p>Answer simple questions related to soccer by interacting with classmates using digital tools and face-to-face communication.</p> <p>Communicate about soccer through role-plays and paired conversations.</p> <p>Create a soccer game broadcast by saying what is happening now (Present Progressive)</p> <p>Utilize the target language in both writing and speaking</p> <p>Describe soccer using new vocabulary</p> <p>Use target language vocabulary to sequence events during speaking practice, independent written activities, and role-plays.</p> <p>State what people are not doing using negation through guided oral and written practice.</p>	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2</p>	<p>Expressing What Interests, Bores, Hurts, or Pleases You</p>	<p>Express likes/loves and dislikes and tell what bores, hurts, pleases, and interests me</p>	<p>1 week</p>

<p>7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4</p> <p>RST.6-8.2</p> <p>WHST.6-8.4</p>	<p style="text-align: center;">The Body</p>	<p>Explain what body parts you use for different activities</p> <p>Utilize the target language in both writing and speaking</p> <p>TPR-Play Simon Says with body parts.</p> <p>Recognize conjugations of gustar-like verbs in the present tense through graphic organizers, paired activities, songs, video tutorials, textbook tutorials, guided oral and written activities, and digital and hands-on games and puzzles.</p> <p>Comprehend the target language in both reading and listening</p> <p>Paraphrase/summarize text and audio in the target language</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p>	
<p>Disabilities: N.J.S.A. 18A:35-4.35</p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2</p>	<p>Discovering Argentina’s Blind Soccer Team</p> <p>Exploring soccer in the Hispanic World</p>	<p>Analyzing the challenges faced by Argentina’s Blind Soccer Team</p> <p>Describe soccer in the Hispanic World</p>	<p>1 week</p>

<p>7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.3</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4</p> <p>RST.6-8.2 WHST.6-8.4. WHST.6-8.9</p>	<p>Compare and Contrast soccer in your country with Soccer in a Spanish speaking country.</p>	<p>Participate in oral interviews using current and previously learned vocabulary and grammatical structures.</p> <p>Compare soccer played in Spanish speaking countries to soccer played in the U.S.</p> <p>Combine words and phrases to respond to spontaneous and practiced interview questions.</p> <p>Comprehend the target language in both reading and listening</p> <p>Utilize the target language in both writing and speaking</p> <p>Paraphrase/summarize text and audio in the target language</p>	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.2</p>	<p>Acquiring Target Language Verbs and Vocabulary</p>	<p>Show and use the forms of stem-changing verbs in order to express what you prefer, what you want, etc.</p> <p>Tell what they want to, begin to, and prefer to do</p>	<p>2 weeks</p>

<p>7.1.NM.IPERS.3 7.1.NM.IPERS.5</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4</p> <p>WHST.6-8.4. RST.6-8.2</p>		<p>Recognize conjugations of stem changing verbs in the present tense through graphic organizers, paired activities, songs, video tutorials, textbook tutorials, guided oral and written activities, and digital and hands-on games.</p> <p>Create and complete a Spanish Mystery Picture using new vocabulary and/or verb conjugation.</p> <p>Comprehend the target language in both reading and listening</p> <p>Utilize the target language in both writing and speaking</p> <p>Paraphrase/summarize text and audio in the target language</p>	
<p>9.4.8.TL.3:</p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3</p>	<p>Create a Project: Host the World Cup</p>	<p>Research, create, and present a project: Host the World Cup.</p> <p>Utilize the target language in both writing and speaking</p> <p>Talk about the World Cup</p>	<p>2 weeks</p>

<p>7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 WHST.6-8.4.</p>		<p>Identify and locate Spanish speaking countries around the world, their flags, and nationalities</p>	
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<p align="center">Core Instructional & Supplemental Materials (including various levels of texts)</p>	
<p>Access to level libraries diverse titles and representation Textbook, Workbook, Videos, : <i>Avancemos</i></p>	<p>*Schedules may be adjusted due to interruptions such as state testing, field trips, etc.</p>
<p>Audio recordings of target language: Avancemos, TPT</p>	
<p>Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Quizizz, Padlet, Rockalingua, Google Classroom, Edpuzzle, Google Forms, Jam Board, Goose Chase, Flipgrid, Boom Cards, Duolingo, laptop, and Seesaw, Google Slides</p>	
<p>YouTube and Ted Talk: Authentic Videos and Songs</p>	
<p>Teacher made resources and activities</p>	
<p><i>Images</i>- Leveled readings, authentic articles, TPT, Garbanzo, Newsela Manipulatives and Realia</p>	
<p>Graphic Organizers</p>	

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Organizational support
- Teacher repeating conversations/directions after native speakers for clarity
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Use of Graphic Organizers
- Preferential Seating

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling

- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #4: Buen Viaje

Through an exploration of travel in Spanish speaking countries, students will understand that vacation activities in their country are in some ways similar to and different from that of Spanish speaking countries. They will have a novice mid level comprehensive role play between an airline agent and a customer. In addition, teams will travel through the Spanish speaking world by participating in THE AMAZING RACE. As students progress through their studies, they will strive to continue to communicate at the novice-mid level.

Unit Learning Targets

NJSLS Standards:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

World Language Practices:

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Vacation Activities and Traditions - Vacation activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these activities and customs as fulcra for target language acquisition that enables comprehension in the target language.

Describing My Travel - The means of describing my travel rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of Irregular Yo Verbs in language use. Integral to language study is the adaptation of a target language identity that incorporates a cultural lens on the student's perspective. This lens is key to second language acquisition through its development of an identity that is second language centered. Fostering the development of this identity will occur through student manipulation of the target language regarding this topic.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Computer Science & Design Thinking (CS & DT):

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Writing:

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Reading:

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Asian American, Pacific Islander: N.J.S.A. 18A:35-4.44 Climate Change:7.1.NM.IPERS.6:

Unit Essential Questions:

How does travel affect our understanding of the world?

What are some popular destinations and popular activities to do in Spanish speaking countries?

How do we get from one place to another?

How are vacation activities and traditions similar and different in the countries of the target language in comparison with my country?

Unit Enduring Understandings:

Travel enhances our lives.

One can learn about another culture and language and understand its beliefs and customs through traveling there.

Learning a different culture leads to greater understanding of one's own culture.

Geography and tradition influences our society, its institutions and products.

Vacation activities and traditions vary depending on the customs of the destination country.

<p><u>Students will know vocabulary related to:</u></p> <p>Irregular Yo Verb Conjugations possessive adjectives, all regular and irregular verbs in the present tense, the present progressive tener expressions, ir a infinitive, gustar, numbers, prepositions, name, age, food and clothes.</p> <p>Target Language Currency Big Numbers to millions</p> <p><u>Vocabulary:</u> Travel planning, travel items, airport, asking for information, vacation activities, amusement park, transportation, cultural activities, weather, seasons, lodging, gifts and souvenirs, and expressions.</p> <p>24 Hour Clock</p>	<p>Students will be able to: (<i>Verb Bloom's Taxonomy</i>)</p> <p>Discuss travel, travel preparations, and how to get around using new vocabulary</p> <p>Exchange information about buying souvenirs, vacation activities</p> <p>Locate the countries of the target language on a map and identify some key geographical features and attractions.</p> <p>Have a conversation between an airline agent and a customer</p> <p>Utilize the target language in both writing and speaking</p> <p>Comprehend the target language in both reading and listening</p> <p>Paraphrase/summarize text and audio in the target language</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p> <p>Describe summer and winter weather.</p> <p>Tell seasonal changes and weather patterns in the countries of the target language.</p> <p>Discuss cultural events</p> <p>Examine some works of art of popular artists from the countries of the target language.</p> <p>Express opinions about art.</p> <p>Discover authentic Hispanic food.</p> <p>Acquire target language: Vacation and Transportation</p> <p>Tell time using the 24 Hour clock</p> <p>Express prices in local currency</p> <p>Utilize big numbers to millions</p> <p>Conjugate irregular Yo Verbs</p>

	<p>Reinforcement of possessive adjectives, all regular and irregular verbs in the present tense, the present progressive, tener expressions, ir a infinitive, gustar, numbers, prepositions, name, age, interrogatives, food and clothes.</p> <p>Create team t-shirts</p> <p>Design a Passport</p> <p>Pack Your Suitcase</p> <p>Watch the Amazing Race</p>
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Stage 2 Assessment Evidence
<p>Summative Assessments: Comprehensive Role Play: En el Aeropuerto The Amazing Race</p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Q&A sessions Student to Student Guided Conversation activities Teacher observation during class activities Listening Activities Cultural Readings Quiz: verb/grammar/vocabulary/reading/listening

Dialogue/Role-Plays/Paired Conversations/Skit
Writing Prompts
Independent Writing
Color by number/conjugation creation and completion/Mystery Picture
TPR
Exit Pass
Do Now
Reflection
Digital activities (Quizlet, Gimkit, Edpuzzle, etc...)

Common Benchmark Assessments: The Amazing Race

Alternative Assessments: Comprehensive Role Play: En el Aeropuerto
The Amazing Race

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
<i>(Number Only)</i> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1: 7.1.NM.IPERS.2:	Review and Acquire Target Language Vocabulary and Verbs	Conjugate irregular Yo Verbs Reinforcement of possessive adjectives, all regular and irregular verbs in the present tense, tener expressions, ir a infinitive, gustar, numbers, prepositions, name, age, interrogatives, food and clothes.	3 weeks

<p>7.1.NM.IPERS.3: 7.1.NM.IPERS.5:</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4</p> <p>WHST.6-8.4</p> <p>RST.6-8.2</p>		<p>Acquire target language: Vacation and Transportation Discover how to tell time using the 24 Hour clock Review Currency from Spanish speaking countries</p> <p>Comprehend the target language in both reading and listening</p> <p>Utilize the target language in both writing and speaking</p>	
<p>RST.6-8.2 WHST.6-8.4 WHST.6-8.9.</p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1: 7.1.NM.IPERS.3: 7.1.NM.IPERS.5:</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.4</p>	<p>Exploring Vacations and Transportation</p>	<p>Utilize the target language in both writing and speaking Comprehend the target language in both reading and listening Paraphrase/summarize text and audio in the target language Synthesize syntax and vocabulary accurately to produce the target language Discuss travel, travel preparations, and how to get around using new vocabulary</p> <p>Exchange information about buying souvenirs, vacation activities</p> <p>Discuss cultural events</p>	<p>1 week</p>

7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 WHST.6-8.4.	Comprehensive role-play/skit: En el aeropuerto	Have a conversation between an airline agent and a customer Utilize the target language in both writing and speaking Synthesize syntax and vocabulary accurately to produce the target language	1 week
7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1: 7.1.NM.IPERS.2:	Exploring Vacations and Transportation	Utilize the target language in both writing and speaking Comprehend the target language in both reading and listening Paraphrase/summarize text and audio in the target language Synthesize syntax and vocabulary accurately to produce the target language	2 weeks

<p>7.1.NM..IPERS.3 7.1.NM..IPERS.5</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4</p> <p>RST.6-8.2</p> <p>WHST.6-8.4.</p>		<p>Discuss cultural events</p>	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1: 7.1.NM.IPERS.2: 7.1.NM..IPERS.3</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4</p>	<p>Reviewing Target Language and Verbs</p>	<p>Review and conjugate the Present Progressive Acquire target language for The Amazing Race Create team t-shirts Design a Passport Pack Your Suitcase Watch the Amazing Race Review Currency from Spanish speaking countries</p>	<p>1 week</p>

<p>8.1.2.NI.1: 8.1.2.NI.2: 9.1.8.PB.5: 9.1.8.EG.5:</p> <p>WHST.6-8.4.</p>			
<p>Asian American, Pacific Islander: N.J.S.A. 18A:35-4.44</p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p>7.1.NM.IPERS.1: 7.1.NM.IPERS.2: 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6</p> <p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4</p> <p>RST.6-8.2</p>	<p>Project: The Amazing Race *Including Easter Island</p>	<p>Examine some works of art of popular artists from the countries of the target language.</p> <p>Express opinions about art. Tell time using the 24 Hour clock</p> <p>Express prices in local currency Discuss cultural events</p> <p>Utilize big numbers to millions</p> <p>Discover authentic Hispanic food.</p> <p>Describe summer and winter weather. Discuss travel, travel preparations, and how to get around using new vocabulary</p> <p>Exchange information about buying souvenirs, vacation activities</p>	<p>2 weeks</p>

<p>9.4.8.TL.3: WHST.6-8.4. Climate Change:7.1.NM.IP ERS.6:</p>		<p>Locate the countries of the target language on a map and identify some key geographical features and attractions.</p> <p>Tell seasonal changes and weather patterns in the countries of the target language.</p>	
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**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts</i>	<i>Notes</i>
Access to level libraries diverse titles and representation Textbook, Workbook, Videos, : <i>Avancemos</i>	*Schedules may be adjusted due to interruptions such as state testing, field trips, etc.
Audio recordings of target language: Avancemos, TPT	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Quizizz, Padlet, Rockalingua, Google Classroom, Edpuzzle, Google Forms, Jam Board, Goose Chase, Flipgrid, Boom Cards, Duolingo, laptop, and Seesaw, Google Slides	
Leveled texts for students: TPT, Garbanzo and Newsela	
YouTube and Ted Talks: Authentic Videos and Songs	
Teacher made resources and activities	
<i>Images</i> - Leveled readings, authentic articles, letters	
Graphic Organizers	
Manipulatives and Realia	
Video: The Amazing Race	

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Organizational support
- Teacher repeating conversations/directions after native speakers for clarity
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Use of Graphic Organizers
- Preferential Seating

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames

- Think-pair-share
- Cooperative learning groups