Summit Public Schools
Summit, New Jersey
Grade Level: 9-12/ Content Area: Spanish

Overview:
This is an introductory course to Spanish for students with no past experience in the study of a second language. This course aims to help students acquire communication skills at the novice-low/mid level in both oral and written Spanish through the interpersonal, interpretive and presentational modes.

<table>
<tr><th colspan="2">Unit 1: Hola, ¿qué tal?</th></tr>
<tr><td colspan="2">Big Ideas: Course Objectives/Content Statement(s)

● Students will be exposed to different types of introductions, greetings and farewells in Spanish. They will understand that body language is an important aspect of an introduction.</td></tr>
<tr><th>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</th><th>Enduring Understandings
What will students understand about the big ideas?</th></tr>
<tr><td>1. How do I greet and respond to someone in Spanish?
2. How do I say goodbye in Spanish?
3. How do I identify myself and others in Spanish?
4. How do I express courtesy in Spanish?
5. How do people express their emotions?
6. How do I tell someone where I am from?</td><td>Students will understand that…
1. Body gestures are important during introductions and vary by gender of people being introduced.
2. The verb “estar” is used to express emotions.
3. Adjectives for emotions must agree in gender and number with the people they describe</td></tr>
<tr><th>Areas of Focus: Proficiencies
(New Jersey Student Learning Standards)</th><th>Lessons</th></tr>
<tr><td>Students will:
• 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
• 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
• 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target</td><td>Lesson 1:
Instructional Focus:
1. Introduce themselves
2. Introduce a friend
3. Say their name and age
4. Ask someone How are you doing?
5. State how they are doing
6. Say where they live
7. Say the country they are from
8. Identify when to be formal versus informal (tú versus usted)
9. Identify subject pronouns</td></tr>
</table>

culture(s).

• 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

• 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

• 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

• 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

• 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

• 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

• 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that-are supported by gestures or visuals.

• 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

• 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

10. Identify emotions
11. Conjugate the verb estar in the yo, tú, él, ella forms.
12. Identify and demonstrate comprehension of the unit´s target vocabulary (See Conversational Spanish 1 Addendum for vocabulary list)

Instructional strategies
Interpretative:

1. Listen as people introduce themselves and complete the chart with the information provided.
2. Bingo board game with introductions and greetings
3. Flyswatter game
4. Tic Tac Toe game with greetings

Interpersonal:

1. Introduce yourself to a classmate. Say your name and ask the person how she or he is doing. Ask him/her where he/she is from.
2. Information Gap-Read your parts of the dialogue to each other so you can both complete the missing parts of the dialogue.
3. Role Play: Two students are getting acquainted on their first day of school. In pairs, continue their conversation by choosing the correct sentence.

Presentational:

1. Create a video cartoon where characters introduce each other and a friend. They should ask how are you doing and state their names, age, nationality, and where they currently live.
2. Create a poster using pictures of people showing different emotions. Under each person use a personal pronoun, the corresponding conjugation of estar and an adjective for the emotion pictured.

Differentiation

Interdisciplinary Connections

- Geography-countries on a map.
- Sociology-cultural differences during introductions

Technology Integration

- Use powtoon.com to make a video cartoon
- Use google classroom to post "do now" questions such as "¿Cómo estás hoy?"

Media Literacy Integration

- After researching the difference in body language (kisses, hug) in both US and Spanish-speaking countries, students will create a Google Slide presentation.
- Research the many words for "cool" that exist in Spanish-speaking countries.
- Identify how body language varies from country to country during introductions (kisses, hugs)

Global Perspectives

- Students will share how they typically greet family and friends and compare those greetings to how Spanish speaking people greet family and friends

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures

Assessments

Formative Assessments:

- Contextual vocabulary and grammatical quizzes Quizzes should include a variety of forms and visuals (multiple choice, illustrations)
- Directed skit: In groups of three act out a scene where one person introduces two people to each other. Greet, introduce and say goodbye.
- Writing tasks: Write a short email introducing yourself for the first time to a penpal. Ask questions at the closing of your letter.
- Video responses to interview style questions. Provide logical responses to the greetings, questions and leave-takings.
- Use GoFormative for a cultural comparison formal presentation. Compare and contrast introductions in the US to introductions in Spanish speaking countries.

Summative Assessments, Projects, and Celebrations:

PBL
You and your classmates want to learn more about Spanish speakers in your community. You are going to investigate where your class could go to experience Spanish-speaking culture, then identify a location or event for a class visit. With a partner, role-play interviewing a representative of each (restaurant, business, or event) and present an oral proposal to the class about why visiting this location will help everyone learn more about the influence of Spanish speakers in your community.

IPA
Watch a video of people greeting and introducing a friend. Then, discuss the details of the video with a classmate. Finally complete a graphic organizer with details from the video.

Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

Unit 2: En la escuela

Big Ideas: *Course Objectives/Content Statement(s)*

- Students will describe their academic life and compare it to the life of students in hispanic countries. They will also learn to tell time in Spanish.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How do I describe my school life in Spanish? 2. How do I identify days of the week in Spanish? 3. How do I tell time in Spanish? 4. How does the school day in the US compare to Spain or Mexico? 5. How do students get to and from school in the US and Spanish speaking countries? 6. How do I ask questions in Spanish? 7. How do I tell time or at what time an event takes place?	Students will understand that… 1. In Spain and other Latin American countries, some students go home to have lunch with their families. 2. There are no sports associated with schools in hispanic countries. 3. Traveling to and from school can be challenging in remote areas of Latin America. 4. To form a question in Spanish without a question word, you must first use the verb and then the subject. 5. When telling time, military time is used to differentiate between A.M. and P.M. For example, TV guides use military time.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.	Instructional Focus: In Spanish students will be able to: 1. Identify basic classroom commands (Read, write, work in pairs, speak, listen, raise your hand) 2. Identify school supplies and objects in a classroom 3. Identify key places in the school 4. Use the verb tener to say which classes they attend 5. Identify academic subjects 6. Identify days of the week 7. Say at what time a class takes place 8. Tell the date and time 9. Use the words yesterday, today and tomorrow 10. Use the words before and after 11. Identify numbers 1-60

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- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that-are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

12. Identify and demonstrate comprehension of the unit´s target vocabulary (See Conversational Spanish 1 Addendum for vocabulary list)

Instructional strategies
Interpretative

1. Pick up the correct supplies as they are mentioned
2. Flyswatter game to identify supplies or classes
3. Watch video about how kids in Spanish speaking countries traveling to school in a bucket https://www.youtube.com/watch?v=lEsBctJq96E
4. Traveling library¨biblioburro" https://www.youtube.com/watch?v=9DJ6WyGTn5Q https://www.youtube.com/watch?v=wuTswmx9TQU

Interpersonal

1. Ask students for different supplies
2. Information gap: Get help from a classmate to complete the school schedule.
3. Role Play A chemistry professor runs into some very confused students from his class. Work in groups of three and choose the correct sentence for each item. Then, add a few lines to the dialogue and act it out for the class.
4. Information gap. In pairs, ask and answer questions to find out at what time specific shows start on tv. http://laguiatv.abc.es/programacion/

Presentational

1. Fill out your class schedule in Spanish
2. Create a video examining the daily school life of American students to present to students in hispanic countries

Differentiation	**Assessments**

Interdisciplinary Connections

- Science and math for telling time and time zones

Technology Integration

- School video recorder to create video of school life in the US
- Google voice to leave recording of formal presentation

Media Literacy Integration

- Students will be asked to create their ideal school supplies list and ideal school schedule after researching and reading school schedules from Spain and Latin American countries.
- Students will research and discuss their attitudes and views regarding education and then compare to attitudes of school children in remote areas of Latin American countries

Global Perspectives

- Comparing school life in the US to Spanish speaking countries.
- Comparing traveling to and from school in the US to Spanish speaking countries.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support

Formative Assessments:

- Contextual vocabulary and grammatical quizzes Quizzes should include a variety of forms and visuals (multiple choice, illustrations)
- Writing tasks:
  - Complete your class schedule in Spanish.
  - Write a shopping list of supplies needed for the school year.
- Video responses to interview style questions about the school life of each student
- GoFormative: Cultural comparison via formal presentation: Compare and contrast a school schedule and supply list from Spain to the US.

Summative Assessments, Projects, and Celebrations:

PBL
Context: you and your classmates are exploring universities in Mexico in order to decide where you might want to spend a semester abroad when you get to college. You are going to interview students at three different universities. (Simulated interviews: With a partner, simulate the interview with the representative; take turns asking and answering each other's questions.) Then, you and a partner will create a comparison chart that illustrates some of the characteristics of student life at each school.

IPA
First, students will look at a sample schedule and a sample list of school supplies from Spain. Students will have a matching schedule and list in English. They will have to check the items that are incorrect on their list and make corrections. Then, students will pair up and talk about the differences in Spain and the US. Together they can complete a Venn diagram. Finally, each student will give a formal presentation on google voice about the similarities and differences in schedules and supply lists in the US versus Spain.

Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

Unit 3: La familia

Big Ideas: *Course Objectives/Content Statement(s)*

- Students will name the members of their family and describe them.
- Students will identify their professions and occupations.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How can I identify my family members in Spanish? 2. How do I describe physical characteristics of people in Spanish? 3. How do I identify occupations and professions in Spanish? 4. How are responsibilities determined in a family? 5. How does culture influence the concept of a family?	Students will understand that… 1. The verb "ser" is used to identify people, occupations and descriptions. 2. Adjectives in Spanish have feminine and masculine forms. 3. It is common for grandparents to live with their children and grandchildren. 4. The concept of what makes a family can be culturally defined. 5. Familial responsibilities can vary depending on culture.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.	Instructional Focus: In Spanish students will be able to: 1. The verb "ser" is used to identify people, occupations and descriptions. 2. Adjectives in Spanish have feminine and masculine forms. 3. It is common for grandparents to live with their children and grandchildren. 4. The concept of what makes a family can be culturally defined. 5. Familial responsibilities can vary depending on culture. Instructional strategies interpretative: 1. Identify and describe members of the Spanish royal family "La familia real española" http://www.casareal.es/ES/Paginas/home.aspx https://www.videoele.com/A1_La_familia.html 2. Read short family descriptions and respond

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Differentiation	**Assessments**

Interdisciplinary Connections

- Social Studies-the monarchy in Spain
- Art: Family portraits by Carmen Lomas Garza. Family portrait by Fernando Botero

Technology Integration

- video recorded, slideshare).
- Complete online activities at videoele.com about the Spanish Royal Family.

Media Literacy Integration

- Students will be asked to create their family tree using genealogy platforms on the internet.
- Students will research and discuss famous families in both the US and Spanish-speaking countries

Global Perspectives

- Comparing family structures in the US to hispanic countries.
- A look at how beauty standards are influenced by culture.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support

Formative Assessments:

- Contextual vocabulary and grammatical quizzes Quizzes should include a variety of forms and visuals (multiple choice, illustrations)
- Role Play: Read the description of each personality. Enact the role of any of the characters and walk around the room greeting your classmates in Spanish. They must guess which character you chose, and you must find out which one they chose. Write down on the chart provided which characters your classmates are playing.
- Writing tasks: Write a short email to a new pen pal describing your family members.
- Using GoFormative, respond to interview style questions. Provide logical responses to questions regarding your family
- Use video to provide a description of a painting by Carmen Lomas Garza ¨Empanadas¨

Summative Assessments, Projects, and Celebrations:

PBL
You and a classmate are spending Spring vacation in a Spanish-speaking country, and the coordinator of the trip needs to place you with host families. You are going to read about six different people. Decide which person is the best host for your classmate. Then, present your recommendation to the class, describing your classmate and explaining your choice of host.

IPA Theme: Family Relationships

- Interpretive Task:
  Students listen to a youngster from the target language describe his family and draw a family tree of his family. http://www.audio-lingua.eu
- Interpersonal task:
  Use the Make My Family Tree website to make cards with names of members of a famous Hispanic family, such as the Jennifer Lopez family. Each student receives a card. Students find their other family members by asking and answering questions and grouping themselves according to family by grandparents, parents and children.
- Presentational tasks:
  Students describe a photo of family members to a small group and answer questions from the

Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
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Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

group.
Students write a description of a target language family and identify each member's relationship to the family.
Students present a family tree that represents either their own family or a celebrity family (family members can be celebrities, superheroes, etc.), using an online platform.

Recommended Texts to Support Unit:

Unit 4: Los pasatiempos

Big Ideas: *Course Objectives/Content Statement(s)*

- Students will describe how they like to spend their free time. They will compare how American youth spend their free time versus youth in Spanish-speaking countries. They will also compare and contrast popular sports in the US and Spanish-speaking countries.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How is leisure time defined in the target culture? 2. How do family and friends influence leisure activities? 3. Would I be able to participate in the same pastimes and sports if I traveled to a Spanish speaking country? 4. How can I identify different places in a city? 5. What is the cultural role of the "plaza" in hispanic countries?	Students will understand that… 1. Extracurricular activities are frequently not a part of school life outside of the U.S. 2. Some free time activities are culturally defined 3. The verb "gustar" is more similar to "to be pleasing to" than to "to like" 4. Plazas were historically the centers of towns and culturally they are a place to socialize ("to see and be seen"), to celebrate and to protest.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.	Instructional Focus: In Spanish students will be able to: 1. Express likes and dislikes 2. Ask about likes and dislikes 3. Conjugate "gustar" 4. Identify sports and pastimes 5. Identify places in a city 6. Use "mucho", "un poco", "no…nada" with "gustar" 7. Identify and demonstrate comprehension of the unit's target vocabulary (See Conversational Spanish 1 Addendum for vocabulary list) Instructional strategies Interpretative: 1. Read/hear short descriptions of youth describing their pastimes and draw the activities they mention. 2. Bingo game with activities.

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Differentiation	**Assessments**

Interdisciplinary Connections

- Health and physical education: Students will identify the benefits of playing sports and having pastimes.
- Zoning and city planning: compare layouts of American cities to hispanic cities.

Technology Integration

- video recording, slideshare
- Video creation describing pastimes using youtube.com

Media Literacy Integration

- Students will be asked to create a video describing US pastimes
- Students will research and discuss the leisure life in both the US and Spanish-speaking countries

Global Perspectives

- Comparing and contrasting pastimes and city layouts in American cities to Spanish-speaking cities.
- Analyzing how cultural values influence city layouts.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet /

Formative Assessments:

- Contextual vocabulary and grammatical quizzes Quizzes should include a variety of forms and visuals (multiple choice, illustrations)
- Directed skit: *Construye la historia* In pairs, expand the dialogue by choosing a sentence for each item. Then, act out the dialogue in front of the class with your partner, changing the sports and hobbies to match your own interests if you'd like.
- Writing tasks: Write a short email to a pen pal identifying your pastimes and favorite places in your city.
- Video responses to interview style questions. Provide logical responses to questions about your hobbies and places in Summit.
- Use GoFormative for a cultural comparison formal presentation comparing and contrasting the interest and hobbies of Spanish speakers to those of American students.

Summative Assessments, Projects, and Celebrations:

PBL
Your school is having an election for student government, and you need to decide what attributes are important in the person you elect. You are going to listen to two people describe themselves and their likes/dislikes. Then, you and a partner will talk about the characteristics that would make each of them a better candidate. Finally, you will describe the characteristics of your ideal candidate to the class.

IPA
Your school is organizing a two week exchange program with a high school in Mexico. Since you will be spending a lot of time with the students at the exchange school, you want to know more about how you might spend your free time together.

- Interpretive Task

  Answer questions about the purpose and some details from the infographic. Also, identify key vocabulary words. **https://s-media-cache-ak0.pinimg.com/originals/cd/e5/5e/cde55e1d89b49491116423d7cfb74455.jpg**

- Interpersonal Task

		Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

With a classmate, compare and contrast the interests of young Mexicans and your own personal interests. Ask each other questions based on the activities mentioned in the infographic.

- Presentational Task
  Create a multimedia presentation about the interests of Summit High School students to share with students in Mexico.

Recommended Texts to Support Unit: