

Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: Grade 7 Emerging Spanish
Length of Course: Full Year
Curriculum

Course Description:

Emerging Spanish is the second year of Spanish instruction offered at LCJSMS. The goal of Emerging Spanish is to engage students and motivate them in taking large strides in their acquisition of the Spanish language. Through regular use of authentic materials and cultural products, students are able to interact with the Spanish language and various cultures of Spanish speaking countries. Some of the units studied during this course are vacation, entertainment, health, the community, the house/home and food/restaurants. Students are challenged to use both present and past tense at this level and engage in Novice-mid to Novice-high language structures.

Standard 7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

UNIT 1: Las Vacaciones en Costa Rica

Big Ideas: Unit Objectives / Content Statement(s)

Motivation is a primary learning factor in language acquisition. One objective of Emerging Spanish is to capture students' interest in a way that motivates them to engage in class content in an authentic way. The goal of this unit is to hook students' interest and capture their attention. By providing students with real world activities and challenges, they are given the opportunity to use their language skills for the sake of accomplishing something and not just for practicing something. Students will use "boot verbs" such as poder, querer, and pensar to express future plans as well as the "para + infinitivo" structure to describe vacation activities.

<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ol style="list-style-type: none"> 1. What are the geographical similarities between Costa Rica and the U.S and how does that affect vacation activities and what to wear while traveling in Costa Rica? 2. What cultural similarities and differences exist between vacation activities in Costa Rica and the U.S.? 3. What documentation is needed to travel in and out of Costa Rica and the U.S.? 4. What is the structure of seasons in Costa Rica and how do they differ from those in the U.S.? 5. How do boot verbs differ from the conjugation of regular verbs? 	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● Costa Rica is a Spanish-speaking country in Central America ● Costa Rica is comprised of 7 provinces and is located between Nicaragua and Panamá ● San Jose is the capital of Costa Rica and the largest city in the country with over 300,000 people ● Full immersion in the Spanish language and culture is immensely helpful for language acquisition ● <u>Poder, querer, and pensar</u> are "boot verbs" and have irregular conjugations ● "<u>Para</u>" + infinitivo is a popular language structure when describing activities that are being done.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p> <p>Students will: (Enter NJCCCS or Common Core CPI's here)</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written</p>	<p>Examples, Outcomes, Assessments</p> <p>Instructional Focus: In the target language students will...</p> <ul style="list-style-type: none"> ● Become acquainted with Costa Rica, in particular its different provinces and climates, as the country of study of the Emerging Spanish curriculum. ● Speak of vacation activities and places and demonstrate knowledge of idiomatic expressions, phrases and sentences ● Describe the weather using common

<p>descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<p>weather expressions</p> <ul style="list-style-type: none"> • Conjugate and use the irregular verbs poder, querer, and pensar • Begin to explore the past tense of “ir” in the yo and tú form <p>Sample Assessments:</p> <p><i>Formative:</i></p> <ul style="list-style-type: none"> • Passport information revisited • Asking and answering questions about various YouTube videos and/or podcasts exploring Costa Rican towns, activities, and culture • Team building map activity • Running Dictation activities using authentic websites and/or magazines • Vacation itinerary • Classroom activities- Work sample: Do nows- Exit tickets <p><i>Summative:</i></p> <ul style="list-style-type: none"> • Initial Benchmark assessment (interpretive pieces: listening to Isa talk about what she likes to do on vacation, answering questions about a map of Costa Rica, answering questions based on an authentic website / presentational pieces: writing for a magazine, creating an itinerary for their next family vacation) • Unit 1 PBL - vlog • Chapter Test (interpretive listening using a news clip from a local Costa Rican news station, presentational writing piece, interpretive reading) <p>Instructional Strategies:</p> <p><i>Interpersonal:</i></p> <ul style="list-style-type: none"> • Turn & Talk: - What activities do you want to do in Costa Rica? • “Chóquela”: High five speaking activity <p><i>Presentational:</i></p> <ul style="list-style-type: none"> • Present themselves to a customs
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official

- Present province in Costa Rica to fellow classmates
- Presenting their travel itineraries in small groups
- PBL presentation to class

Interpretive:

- Reading a map and planning a week's itinerary for travel within Costa Rica
- Examining a Costa Rican & U.S. passport
- Reading blogs about other people's travel experiences / sample itineraries

Interdisciplinary Connections

- Science - climates and ecosystems in various parts of Costa Rica
- Social Studies - geography of Central America and the oceans and seas

Technology Integration

- Use of Google Forms for surveys, assessments, and partner activities
- Integration of Youtube videos, podcasts, and authentic websites throughout the unit
- Green screen PBL
- Answering questions on a Blendspace

Global Perspectives

- Exploration of geography of Costa Rica and where it is on a world map
- View of tourism in Costa Rica and world

Culturally Responsive Teaching

- Survey students travel experience, language experience and cultural backgrounds.

UNIT 2: La Televisión y El Cine

Big Ideas: Unit Objectives / Content Statement(s)

This unit will foster a greater understanding of how to talk about movies, actors, and television shows in American and hispanic culture. Students will learn the vocabulary for each of these themes and examine authentic examples of products. During this unit we will also look at famous hispanic directors, actors, and actresses such as Guillermo del Toro, Jennifer Lopez, Héctor Elizondo y Gina Rodriguez.

<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ol style="list-style-type: none"> 1. What are the similarities and differences in TV and movies in hispanic and American culture? 2. Who are some famous icons in hispanic pop culture today? 3. How do you say “it” in Spanish? In other words, how can we use direct object pronouns in written and spoken Spanish? 4. How can you make comparisons in Spanish? 	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • there are many popular Spanish speaking TV, movie and music stars • there are many differences and similarities between English and Spanish media consumption and content • <u>comparisons</u> in Spanish are made using various structures that can be used in combination with adjectives • <u>er/ir preterite</u> tense have the same conjugations and vary from preterite -ar endings • <u>direct object pronouns</u> can be used in everyday communication in Spanish
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p> <p>Students will: <i>(Enter NJCCCS or Common Core CPI’s here)</i></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NM.B.1</p>	<p>Examples, Outcomes, Assessments</p> <p>Instructional Focus: In the target language students will...</p> <ul style="list-style-type: none"> • discuss, compare and contrast TV, movies, and music of Spanish speaking countries with that found in the US • express likes and dislikes by using comparative and superlative structures • begin to speak in the past tense about media they have watched <p>Sample Assessments: <i>Formative:</i></p> <ul style="list-style-type: none"> • TV guide creation • Which Is It? Using descriptions about various genres from authentic websites to decide which genre the description matches best

Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NH.B.4

Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.NH.C.1

Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.NM.C.2

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NH.C.5

Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

- Group Discussions: Listening to authentic audio clips and having discussions about it in small groups
- Mini conversations about TV shows that students like/dislike

Summative:

- PBL Oscar activity involving a 2 minute presentation to the class about their favorite movie/actor/actress
- End of unit proficiency assessments (interpersonal pieces: having a conversation about TV show preferences / interpretive pieces: listening to Gaby talk about media preferences, answering questions using the Tomatazos “El Libro de la Vida” page / presentational pieces: writing a postcard to a friend about media preferences)

Instructional Strategies:

Interpersonal:

- Interview: Students will interview each other about personal preferences in today’s media
- “Tell Someone” activity: Students will be given a list of statements using unit vocab and will need to speak them to different students and get their signature
- Group discussions: students will participate in various group discussions throughout the unit after watching video clips and/or listening to audio clips about people’s personal preferences in media

Presentational:

- Present to the class about their favorite movie/actor/actress using their Canva poster and movie clip
- Email to a friend in Spain about media preferences (if penpals don’t work out, exchange letters between classes)

- Short skits of various TV show genres

Interpretive:

- Answering questions about “The Book of Life”’s profile on Tomatazos
- Watching authentic video clips and discussing them in small groups
- Reading about Guillermo del Toro, Jennifer Lopez, Héctor Elizondo y Gina Rodriguez

Interdisciplinary Connections

- Art - technique, artists, film

Technology Integration

- Creating a poster using Canva
- Interacting with the online TV Guide site tvguia.es.
- Using the site premiososcar.net to answer questions

Global Perspectives

- Entertainment industry around the world and the impact of Spanish speaking stars
- Entertainment trends across the world -

Culturally Responsive Teaching

- Looking at class consumption of music, film and art in connection with theme

UNIT 3 - La salud

Big Ideas: Learners will not only review the parts of the human body, but take it one step further by using this vocabulary to talk about how they use their bodies for everyday living and how their bodies are affected by illness and what they and others do to get better. They will discuss how long they have been suffering from various symptoms using the “hace que” construct, and give medical advice using “deber”. Students will also compare how pharmacies are run in the U.S. and Costa Rica, as well as learn about how Costa Rica has one of the world’s 5 Blue Zones.

<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ol style="list-style-type: none"> 1. How has illness affected your life and/or a family member or friend’s life? 2. What do you do when you get sick and how does it compare and/or contrast with what people in Costa Rica do when they get sick? 3. How can the Spanish language be used to talk about the body’s role in everyday life? 4. How can the Spanish language be used to communicate sickness and advice/remedies? 	<p>Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that...</p> <ul style="list-style-type: none"> • Different cultures have different ways of responding to illness. • A blue zone is an area of the world where life expectancy is longer than average • The verbs <u>estar</u>, <u>tener</u>, <u>doler</u>, <u>lastimarse</u>, and <u>sentirse</u> are used to talk about illness and physical conditions. • The <u>hace que</u> construct is used to talk about duration.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NM.B.2 Give and follow simple oral and written</p>	<p>Examples, Outcomes, Assessments</p> <p>Instructional Focus: In the target language, students will . . .</p> <ul style="list-style-type: none"> • talk about how they use their bodies for everyday living by identifying body parts. • describe what they and others do when they are ill by talking about aches, pains, and remedies using <i>doler</i> and <i>sentirse</i>. • dispense medical advice to state what others should do to get better using <i>deber</i> <p>Sample Assessments: <i>Formative:</i></p> <ul style="list-style-type: none"> • Improv. scenarios in a doctor’s office

directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

7.1.NM.C.1

Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.4

Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.C.5

Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

- Recorded conversations submitted using Screencastify or Wevideo
- Partner gap fill activity
- NJ Department of Health “Flu” brochure Q&A
- Creating an informational poster with warning signs for the flu

Summative:

- Puppet Show PBL
- End of unit proficiency assessments (interpersonal pieces: a conversation in a doctor’s office / interpretive pieces: clip from a “Teo” show, filling in a children’s song, reading an article about Costa Rica’s Blue Zones, interpreting an infographic / presentational pieces: creating a poster for school about the flu, writing an email to a doctor friend about being sick)

Instructional Strategies:

Interpersonal:

- Information gap activities to practice body parts (¿Cómo se siente? ¿Qué tiene? ¿Hace cuanto tiempo que..?)
- 1-on-1 interviews regarding what they and others do when they are sick
- Recorded conversations about how they feel when they are sick, symptoms, remedies, etc.

Presentational:

- Talk about what they do when they get sick and give advice to people who are ill
- Creating an informational poster/infographic about ways to avoid the flu, flu symptoms, or the difference between the flu and a cold
- Presenting a puppet show (speaking, writing) to classmates about a made up scenario in the nurse’s / doctor’s office
- Writing a text message to a doctor friend when someone gets sick on vacation

Interpretive:

- NJ Department of State Flu brochure
- “Teo va al doctor” video

- Article about “Las 5 Zonas Azules”
- Mediconecta website - answering questions about an online medical service

Interdisciplinary Connections:

- Health and Wellness – Make connections with healthy living and self care
- Art - drawing a MONSTER!

Technology Integration

- Peardeck & Flashcard Factory to review new vocabulary and review grammar topics
- Interacting with authentic websites such as Mediconecta to answer relevant questions
- Authentic audio and listening opportunities
(ex: YouTube, audio-lingua.eu, laits.utexas.edu, podcastsinspanish.org)

Global Perspectives

- Exploration of health practices in Costa Rica, with a focus on the Nicoyan Peninsula being one of the 5 Blue Zones in the world partly due to a healthy diet and natural daily exercise

Culturally Responsive Teaching

- In the target language, learners will share personal information in both small and large group settings to talk about how they deal with illness on personal and/or family levels.

UNIT 4: Vamos a hacer unas vueltas

Big Ideas: Students will learn about the town of Sámara, Costa Rica, which is located on the Nicoyan Peninsula. They will be able to see how the towns of Sámara and Summit are both similar and different and have the opportunities to explore both as they plan exciting trips. The language focus will allow students to communicate as they navigate through different cities.

<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ol style="list-style-type: none"> 1. Besides school and home, where else do you go in Summit? 2. How can the Spanish language be used to describe different places in Summit, New Jersey and Sámara, Costa Rica? 	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p> <p>Students will understand that . . .</p> <ul style="list-style-type: none"> ● Sámara is a small beach town located on the Nicoyan Peninsula in Costa Rica. ● Sámara has a lot to offer in terms of outdoor activities which differ from Summit due to geographic location. ● The verb <u>estar</u> is used to talk about location. ● The <u>preterite tense</u> is used to talk about things that happened in the past, in particular places they've gone and things they've done in those places. ● <u>Prepositions</u> can be used to identify the location of places in relation to other places and are often used in conjunction with <i>estar</i>.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.A.7</p>	<p>Examples, Outcomes, Assessments Instructional Focus: In the target language, students will . . .</p> <ul style="list-style-type: none"> ● be able to identify and describe various places in and around Summit and beyond that they've visited. ● be able to identify the physical locations of places in Summit and Sámara and beyond using prepositions of place and the verb <i>estar</i>. ● use the numbers 100 - 1,000 when talking about money. ● talk about actions in the past using <i>ar</i>, <i>er</i>, and <i>ir</i> verbs. <p>Sample Assessments: <i>Formative:</i></p> <ul style="list-style-type: none"> ● Using various blogs to create a made up trip to Costa Rica and presenting it to classmates in small groups ● Creating a trip itinerary for a 5 day trip to

Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.

7.1.NH.B.1

Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

7.1.NM.B.2

Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NH.C.1

Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.NH.C.5

Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

a Spanish-speaking country

- Answering questions about Reyes and Bea's town in Spain (audio clip) on a Google Form
- Assessing the cost of living in Costa Rica based on various Youtube videos

Summative:

- Unit 4 PBL - Google Maps Project
- End of unit proficiency assessments (interpretive pieces: answering questions about people's favorite parts of their city in Costa Rica based on a Youtube video, answering questions after reading about someone's trip to Costa Rica / presentational pieces: writing a postcard to a friend, drawing a map based on written instructions)

Instructional Strategies:

Interpersonal:

- Discussing the town of Sámara in partners given a printed out map
- Turn and talk: Brief target language conversations regarding places they go in Summit and their locations.
- One-on-one interviews to find out and record information regarding places their peers go in Summit.

Presentational:

- Describe a map of Sámara, Costa Rica in detail using places and prepositions
- Presenting a trip itinerary and/or pictures from their trip to peers
- Describe a map of Summit, NJ in detail using places and prepositions

Interpretive: (see addendum for links)

- Using a MaxiPalí circular to ask and answer questions
- Asking and answering questions about various videos on Youtube regarding

	<p>daily life in Costa Rica</p> <ul style="list-style-type: none">● Using the map of Sámara on Google Maps to answer questions in a partner activity● Answering questions about various towns in Central and South America based on authentic audio clips● Illustrating a town based on teacher description <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">● Mathematics: converting colones to dollars● Social Studies: Comparing towns in the U.S. and Costa Rica <p>Technology Integration:</p> <ul style="list-style-type: none">● Using Google Glasses to explore different towns in Costa Rica● Using Google Earth to walk around Granada, Spain and describe what they see to their classmates● Presentational writing about their trip in the preterite tense on Padlet <p>Global Perspectives:</p> <ul style="list-style-type: none">● Exploration of various shops and restaurants in downtown Costa Rica and comparing it to downtown Summit. <p>Culturally Responsive Teaching:</p> <ul style="list-style-type: none">● Provide opportunities for learners to use the target language to talk about places they and their families and/or friends have travelled to and how the places compared to Summit.
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UNIT 5 – Te Invito a mi Casa

Big Ideas: Course Objectives / Content Statement(s)

How people define a home differs according to culture, geography, and resources. Across the globe, people have different concepts of homes and livings. There are also similarities and differences between homes in Costa Rica and homes in the U.S. While differences exist due to culture and geography, students around the world share many common cultural practices at home and join in similar housing/living activities. Although houses share commonalities throughout the world, the notion of home is tied to one's culture and personal vision. Students will use the target language to describe where they live, and understand cultural perspectives on different types of housing. The language focus of this unit is on the "tener + que" tense which will be used to express things they have to do in the future, reinforcing the preterite tense to describe things they have done around the house, and possessive adjectives which will be used to express ownership regarding to household items and rooms.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Essential Questions:

1. What would it be like to live in a home in a foreign country?
2. How does my definition of home compare to that of other students' from other cultures and from my own classroom?
3. What is a home?
4. How and where do people live in the countries where the target language is spoken?
5. What are my family's responsibilities and routines at home and how do they compare to those of the family in the target culture?
6. How do you conjugate irregular verbs?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- Chores and responsibilities at home vary per household
- Homes are made of different materials depending on climate and where they are located geographically
- There are irregular verbs in Spanish such as: poner, hacer, haber, ser y estar and how to use them in context.
- There are different verb endings for -ar, -er, and -ir verbs, and students will learn how to use them in context in the present and preterite tenses.
- Possessive adjectives in Spanish need to agree in gender and number.
- "tener + que" is used to express what they have to do in the future

Examples, Outcomes, Assessments

Instructional Focus:

In the target language, students will...

- demonstrate an understanding of cultural perspectives on homes and types of housing.
- talk about household rooms, items, and chores in the target language
- describe the different parts of the

**Areas of Focus: Proficiencies
(Cumulative Progress Indicators)**

Students will:

(Enter NJCCCS or Common Core CPI's here)

7.1.NM.A.1

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NH.A.3

Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.A.5

Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.A.7

Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NH.B.1

Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

7.1.NM.C.4

Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.C.1

house and the location of objects and rooms

- compare and contrast living in an apartment vs. living in a house, in the United States vs. housing in a Spanish speaking-country
- discuss various responsibilities they have in their homes
- use possessive adjectives to express ownership
- use “tener que” to express things they have to do in the future

Sample Assessments:

Formative:

- Jigsaw Planet Puzzle: Working together in groups to solve the puzzle and describe the house pictured
- Classmate interviews: What is your home like?
- Observation of oral discourse between peers: What chores do you do at home? (ie: Who takes out the trash at home? Who does laundry?)
- AirBnB webquest
- Real Estate & Agent dialogues
- Running Dictation activity with Airbnb listing

Summative:

- Unit 5 PBL - Mi Cuna
- End of unit proficiency assessments (interpretive pieces: answering questions about Manuel’s household responsibilities, answering questions about an AirBnB listing / presentational piece: texting a friend about what has to get done before soccer practice)
- Costa Rica Webquest (bridge to Unit 6)

Instructional Strategies:

Interpretive:

- Comprensión de lectura: ¿Dónde están mis gafas?
- La habitación de Irene audio clip

Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.NH.C.5

Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

- Using airbnb.com and homeaway.com to answer questions about various housing listings
- “Sube a mi casa” audio clip & Google Form
- I describe - You draw - We compare activity

Interpersonal

- Real Estate Agent & Buyer dialogues
- Classmate interviews: ¿Qué haces en casa?
- La casa ideal de ... (pictures of magazines/blogs)
- Classmate interviews: What is your home like?

Presentational

- Mi casa ideal - Padlet presentational writing
- Mi dormitorio - presenting their room in small groups
- ¿Dónde vives tú? Flipgrid video

Interdisciplinary Connections

- Social studies: Examining homes in other countries and how they are reflective of the culture
- Art: What is home to you? & Drawing a mystery house

Technology Integration

- Using airbnb.com and homeaway.com to find a “Casa Ideal”
- Costa Rica Webquest - using authentic blogs and websites to answer questions
- Flipgrid video: ¿Dónde vives tú?
- Using Google Forms to answer questions about various audio clips

Global Perspectives

- Exploration of geography, weather patterns, and climate of Costa Rica and how it affects the way homes are built

	<ul style="list-style-type: none">● View of housing/living in Costa Rica and world <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none">● Survey where students have lived and/or stayed, different towns, cities and countries and compare and contrast the homes and the communities
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UNIT 6 – Vamos a Comer al Estilo Tico

Big Ideas: Course Objectives / Content Statement(s)

Cuisine is an integral component of all cultures and the study of a world language should, without question, emphasize the food of the cultures to which the language belongs. This thematic unit focuses on Costa Rican restaurants and cuisine, and integrates appropriate vocabulary and grammar with the intention of students developing their communicative skills and cultural knowledge in food-related areas. Students will participate in a wide variety of activities and research using authentic and real-life material, in order to gain insight into the fascinating cuisine of a variety of major Spanish-speaking cities. Furthermore, they will experience the language in a variety of food-related contexts so that they can set tables, order in restaurants, express what they like and dislike to eat and talk about what and when they eat—all in Spanish!

<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ol style="list-style-type: none"> 1. In what ways does food reflect and shape culture? 2. How might someone from Costa Rica view our diet in the United States? 3. Why are foods different in different countries? 4. Do different cultures have habits that differ from ours when it comes to meals and food? How are these customs similar or different? 5. How/When do you use indirect pronouns? 6. What verbs are irregular in the past tense? 	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • Asking politely to have something brought to you or order a meal properly is important when travelling to a Spanish speaking country. • The Spanish-speaking world is made up of many different countries, each with their own culture. Students will be able to learn and describe the variety of Latin America food from different countries. • There are some verbs that require some <u>vocalic change (e-i)</u> • It is important to use <u>indirect pronouns(me te, le, no, os, les)</u> with verbs like traer, gustar y encantar. • In the past tense verbs like <u>hacer, ir, tener</u> are irregular.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p> <p>Students will: (Enter NJCCCS or Common Core CPI's here)</p>	<p>Examples, Outcomes, Assessments</p> <p>Instructional Focus: In the target language students will...</p>

7.1.NM.A.1

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.3

Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.A.5

Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NM.B.1

Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.NH.C.2

Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NH.C.5

Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

- Identify and describe a variety of foods in Spanish.
- Distinguish between healthy and unhealthy foods.
- Design a food pyramid in Spanish.
- Express what and when they eat certain foods using appropriate vocabulary.
- Describe what they like and dislike to eat.
- Identify a variety of foods from across Costa Rica
- Compare and contrast cuisine in Latin America and in the United States.
- Utilize table-setting vocabulary in order to create their own dinner table.
- Effectively communicate with customers in a restaurant setting through integration of all communicative skills and cultural knowledge developed throughout this unit.
- Use indirect object pronouns to express needs/likes

Sample Assessments:

Formative:

- Q&A: Favorite Latin American food, Favorite Latin Restaurant, favorite food in Summit, NJ
- Padlet Entry: Dinner experience in a Latin restaurant.
- Interviews: What is your favorite type of food?
- Running Dictation Activity with authentic menus
- Responding to questions about various Youtube videos (ie: Plato Navideño en Costa Rica, Cómo hacer plátanos maduros)

Summative:

- Unit 6 PBL - Food Day!
- End of unit proficiency assessment (interpretive pieces: answering questions after reading an authentic

menu, listening to various audio clips about food preferences, watching how-to videos on Youtube / presentational piece: writing about students' favorite dish, preparing a recipe card)

Instructional Strategies:

Interpersonal

- Create a dialogue in a supermarket / restaurant
- Interviews: Mi comida favorita
- Describing pictures about going to a Costa Rican restaurant.

Interpretative

- Reading authentic menus and answering questions in a Running Dictation activity
- BlendSpace with multiple Costa Rican menus
- Watching various videos on Youtube about how to prepare traditional plates (gallo pinto, tamales, plátanos maduros)

Presentational

- Presentational writing: creating a display card to show the class what food/drink they prepared for Food Day, where the food is from, how they made it, and what ingredients are in it
- Preparing recipe cards for various traditional foods
- Creating a food pyramid

Interdisciplinary Connections

- Health & Wellness - Discussing which foods are healthy and which aren't while examining a food pyramid
- Mathematics - comparing liters to cups (metric system to the U.S. Customary System)

	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Create their own comics about ordering food. ● Blendspace with authentic menus ● Various Youtube videos with “How To” videos (preparing dishes) <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Comparing Latin American food to American food ● Comparing restaurants in different countries to restaurants here <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> ● Survey students travel experience, language experience and cultural backgrounds. (Eating , exploring different flavors) ● Survey students identifying the different restaurants and cuisines they have experienced and like. ● Discuss what foods they eat at home and how they are representative of their families culture
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Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Instructional Strategies:

Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Differentiation 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 (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading

Summit Public Schools

Summit, New Jersey

Curricular Addendum

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Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:
Supports for English Language Learners:**

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Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

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