



# PISCATAWAY TOWNSHIP SCHOOLS

**Dr. Frank Ranelli**  
Superintendent of Schools

**Dr. William Baskerville**  
Assistant Superintendent for  
Curriculum and Instruction

**Content Area:** Spanish 1  
**Grade Span:** 9-12  
**Revised by:** Seth Richer  
**Presented by:** Glennysha Jurado-Moran  
**Approval date:** August 2021

Members of the Board of Education

Shelia Hobson – Board President  
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Shantell Cherry  
Jeffrey Fields, Sr.  
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Zoe Scotto  
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**Piscataway Township Schools**

1515 Stelton Road  
Piscataway, NJ 08854-1332  
732 572-2289, ext. 2561  
Fax 732 572-1540  
[www.piscatawayschools.org](http://www.piscatawayschools.org)

## COURSE OVERVIEW

### Description

This course is designed for students (grades 9-12) with no background in the language and stresses the even development of basic communication skills in the three modes of communication: interpretive, interpersonal and presentational as well as interculturality. This course, designed to meet the needs of all learners (grades 9-12), immerses students in the language and culture. All communication skills are emphasized with a focus on authentic real-life, real-world context. Instruction aims to make the students feel more comfortable in their oral communication and give them the confidence to become more self-sufficient over time. Students learn about the cultures of the language they are studying and are able to understand similarities and differences between their own culture and the target language culture.

The target proficiency level for this course is Novice-Mid according to ACTFL proficiency guidelines. This course integrates ACTFL's Core Ideas and practices (5 C's -Communication, Cultures, Communities, Comparisons and Connections), intercultural Communication standards (products, practices and perspectives), and current global themes. The overall objectives of the Spanish 1 course are to develop, reinforce, and refine proficiency in the three modes of communication and expand the learners interculturality. By developing and refining their skills of observation, students also acquire an understanding and appreciation of the diversity of cultures in the Spanish-speaking world, preparing them to be independent and global citizens.

### Goals

World language education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world (NJSLS-WL, 2020). The goal of the World Languages Department is to foster an appreciation of language learning that will promote biliteracy, critical thinking skills in a second language and intercultural competence. Students will arrive at this in a learning environment that is led by culture, is standards-based, student-centered, encourages proficiency gains, and has measurable outcomes.

This course is centered on ACTFL'S Core ideas that help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of the course (NJSLS-WL, 2020) This course will address an even development of the three modes of communication and interculturality as a means by which to not only develop Novice-Mid proficiency but also the ACTFL Core Ideas and Practices:

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
- Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Students will also be able to:

- Use knowledge and language skills for functional and meaningful communication

- Gain knowledge of other cultural perspectives, practices and products
- Connect the study of a World Language to experiences in other curricular areas as well as personal interests
- Compare the target language and culture with their own language and culture
- Use the language and apply learning to the world beyond the classroom
- Use the language and apply learning to the world beyond the classroom

### Scope and Sequence

Unit	Topic	Length
1	Dice-Introductory Material	6 Days
2	El encierro de toros - The Running of the Bulls	5 Days
3	Cierra la puerta - Story-based unit	2 Days
4	La universidad - Universities in Spanish-speaking countries	6 Days
5	La corrida de toros - Bullfighting in Spain	9 Days
6	Sientate - Story-based unit focused on classroom objects and commands	3 Days
7	Los castells de Tarragona	6 Days
8	La comida latina	5 Days
9	- El Cucuy - Hispanic legend	11 Days
10	Como agua para el chocolate - Introduction to film/novel	13 Days
11	Los deportes - Sports in Hispanic countries	6 Days
12	El cortejo - Dating customs in Hispanic countries	8 Days
13	Los piropos - Using music and lyrics from Selena to explore the idea of sexism	8 Days

### Resources

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

Accompanying Novels: Teachers should pick two of the novels listed below to read with their students.

Novel	Suggested Time to Teach
“Capybara con botas” by Maria Canion	After Unit 7
“Llama en Lima” by Katie Baker	After Unit 8
“Itipuru y el monstruo del océano” by Margarita Pérez García	After Unit 10

## UNIT 1: DICE (HE/SHE/IT SAYS)

### Summary and Rationale

As an introductory unit for the first level of Spanish, it is crucial that students receive a great deal of Comprehensible Input so that they can build their vocabulary and linguistic skills through a natural approach of learning Spanish. The more they hear the language, the more comfortable they will be using the language. It is also of tremendous importance that students learn very early in the course that they are able to communicate in the target language. To that end, this unit is designed to teach the students using as much Spanish as possible. Students will learn to greet others, introduce themselves and others, ask questions to get to know each other, say the date, and say farewell. Students will also develop these skills through culture by learning an authentic Hispanic children's song and about the Bolivian ekeko.

### Recommended Pacing

6 Days

### State Standards

#### Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

#### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of

Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state- designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**Interpretive Mode of Communication:**

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.IPR ET.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.IPR ET.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.IPR ET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions
7.1.NM.IPR ET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPR ET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target

	culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.
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**Interpersonal Mode of Communication:**

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

7.1.NM.IPE RS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPE RS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPE RS.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.IPE RS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPE RS.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.IPE RS.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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

**Presentational Mode of Communication**

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with

a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea:

Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

7.1.NM.PR SNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PR SNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class
7.1.NM.PR SNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PR SNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PR SNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PR SNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

### Instructional Focus

#### Unit Enduring Understandings

- Understanding other cultures helps to cultivate cultural sensitivity and acceptance.

#### Unit Essential Questions

- How can I introduce myself or someone else in Spanish?
- What information do I want to know about someone else when I first meet them?

#### Objectives

Students will know:

Vocabulary:

Classroom Commands: Toma los papeles, busca tu asiento, siéntate, escribe tu nombre con un marcador

Los pollitos dicen (song lyrics): Una canción popular, Los pollitos dicen, “pio pio, pio”/ Cuando tienen hambre / Cuando tienen frío / La gallina busca / el maíz y el trigo / les da la comida / y les presta abrigo / “pio, pio, pio”, duermen los pollitos / “Qué despierten los pollitos!”

Introductions and getting to know someone: Este(Esta) es..., una persona, un chico, una chica, un muchacho, una muchacha, se llama, ¿Cómo es?, un(una) estudiante, Me llamo, Cómo te llamas?, Hola, Como estas?, Estoy bien, mal, cansado(a), mucho gusto, ¿Cuál es tu \_\_\_ favorito?, Mi \_\_\_\_\_ favorito es..., color, deporte, comida, programa de televisión, actor, actriz, deporte, libro

Adjectives: Yo soy..., creativo(a), fantástico(a), tímido(a), artístico(a), honesto(a), sincero(a), optimista, talentoso(a), generoso(a), increíble, orgulloso(a), inteligente, feliz, hermoso(a), fuerte, bueno(a), sincero(a), apasionado(a), invencible, poderoso(a), capaz, vibrante, positivo(a), suficiente, especial, divertido(a), leal, valiente, magnífico(a), único(a), amigable, inolvidable, ingenioso(a), sabio(a), original, impactante, imparable, fenomenal, terrible

Animals: gatos, perros, vacas, leones, gallos, pollitos, ranas, caballos, cerdos, burros, lobos, patos, ovejas, abejas, elefantes

Interrogative Words: Qué, Quién, Dónde, Dónde, Cuál, Cuándo, Cuántos, Por qué, Qué hace, Qué dice, Con quien, porque, hay

Date: ¿Cuál es la fecha? Numbers 1-31, lunes, martes, miércoles, jueves, viernes, sábado, domingo, enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre

Qué es un ekeko?: Este es, hay, es de

Likes/Dislikes: ¿Qué te gusta?, le gusta, estudiar,

Culture:

- Traditional Hispanic children’s song “Los pollitos dicen”
- Reading - Bolivian culture- Qué es un ekeko?

Useful vocabulary: la clase de español, maestro(a), grande, pequeño(a), escuela, mamá, papá, amigo(a)

Students will be able to:

Interpretive:

- I can understand a simple introduction in Spanish.
- I can understand key details in authentic song lyrics.
- I can understand details in a simple spoken text in Spanish.
- I can make logical inferences.
- I can recall explicit facts from a story.
- I can determine central ideas or themes in a text.

Interpersonal:

- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational:

- I can sing a song in Spanish.
- I can retell a familiar story in Spanish.

Cultural:



- In my own and other cultures I can make comparisons with Hispanic introductory customs, children’s songs and Bolivian legends.
- I can interact at a survival level to greet and introduce others.

### Resources

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

## UNIT 2: EL ENCIERRO DE TOROS

### Summary and Rationale

This unit introduces the Spanish cultural practice of the Running of the Bulls. The students will be able to immerse themselves in this unit almost entirely in Spanish, with necessary structure and support. The students will learn to communicate so that they can read, listen to a song, write about and speak about this event. Students will also have the opportunity to discuss the dangers of this sport and share personal opinions.

### Recommended Pacing

5 Days

### State Standards

#### Vision

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- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

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which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state- designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

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Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

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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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

**Interpersonal Mode of Communication:**

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.

Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.
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**Presentational Mode of Communication**  
 Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.  
 Core Idea:  
 Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

**Instructional Focus**

Unit Enduring Understandings

- Knowledge of culture drives meaningful communication.

Unit Essential Questions

- Why might I choose to participate in a dangerous activity?
- Do I enjoy participating in events or observing events?

Objectives

Students will know:

Vocabulary:

Core Vocabulary: camina a, corre, ve

Colors:

rojo(a), azul, anaranjado(a), verde, amarillo(a), blanco(a), negro(a), rosado(a), marron, cafe, gris

Clothing:

lleva, camisa, suéter, pantalones, vestido, falda, chaqueta

Likes/Dislikes:

Me gusta, te gusta, le gusta, Qué te gusta?

Useful Vocabulary:

con, rápidamente, porque, desierto, muerde, se van, también, enfrente de

Un encierro de toros: feroz, visitar, participar, toros

Students will be able to:

Interpretive:

- I can understand a simple informational text about the Running of the Bulls in Spanish.
- I can understand questions in Spanish that contain familiar words.
- I can make logical inferences from a text.
- I can cite textual evidence when to support conclusions drawn from a text.

Interpersonal:

- I can talk with others about the Running of the Bulls and discuss opinions.
- I can express myself clearly in spoken Spanish with diverse partners about my opinions .

Presentational:

- I can talk about motion: how myself or someone else goes from one place to another (walking or running)
- I can sing a song in Spanish.
- I can retell a familiar story in Spanish.
- I can write clearly and cohesively to give facts and express my opinion about the Running of the Bulls.

Cultural:

- I can evaluate an activity and express an opinion (it is/isn't a good idea).
- I can consider two sides to an argument.

Summative Assessments:

Interpretive (Listening) Assessment: Listen to a story in Spanish and respond to comprehension questions.

Interpretive (Reading) Assessment: Read a story in Spanish and respond to comprehension questions.

Presentational (Writing) Assessment: Describe each frame of a three-frame storyboard.

**Resources**

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

## UNIT 3: CIERRA LA PUERTA

### Summary and Rationale

This is a short unit based upon a story. The students will develop their interpretive skills by practicing in the context of understanding a story. The students will work with different combinations of old and new vocabulary and sentence structures. Students will also work to be able to retell the story to develop their presentational skills.

### Recommended Pacing

2 Days

### State Standards

#### Vision

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The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state-designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times

a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**Interpretive Mode of Communication:**

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

CPI #	Cumulative Progress Indicator (CPI)
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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students’ own culture(s), the effects of weather patterns in target language regions of the world and in the students’ own regions.



**Interpersonal Mode of Communication:**

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students’ own culture(s), the effects of weather patterns in target language regions of the world and in the students’ own regions.

**Presentational Mode of Communication**

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea:

Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	
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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
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**Instructional Focus**

**Unit Enduring Understandings**

- Communicating in at least one other language allows people to obtain information, express feelings, exchange opinions with a wider audience and gain knowledge of other cultures.

**Unit Essential Questions**

- Who are authority figures in my life?
- How do I typically respond to requests from authority figures?
- How would I describe my character?
- How would others describe my character?

**Objectives**

Students will know:  
 Vocabulary:  
 Core Vocabulary: Son las (ocho) de la mañana, abre la puerta, cierra, nunca

Places: el gimnasio, la naturaleza, casa, apartamento, restaurante, baño

Useful Vocabulary: Tu prefieres, yo prefiero, carro, refrigerador, la clase de matemáticas, diccionarios, pasillo, nadie, hombre, mujer, por favor, forma de ejercicio, usar el baño

Students will be able to:

Interpretive:

- I can understand details in a simple written text in Spanish.
- I can understand details in a simple spoken text in Spanish.
- I can recall details from a story in Spanish.
- I can cite textual evidence when to support conclusions drawn from a text.

Interpersonal:

- I can communicate in spontaneous conversation in Spanish.

Presentational:

- I can retell a familiar story in Spanish.
- I can write clearly and cohesively.
- I can write narratives with well-chosen details and event sequencing.

Summative Assessments:

Interpretive (Reading) Assessment: Read a story and answer comprehension questions.

Presentational (Writing) Assessment: Write a short narrative story and provide illustrations.

#### Resources

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

## UNIT 4: LA UNIVERSIDAD

### Summary and Rationale

An important aspect of a high school student's life is thinking and talking about "what comes next?". In this unit, students will have the opportunity to learn how to talk about universities that they want to attend, professions in which they have interest and what college is like in Spanish-speaking countries. Students will reflect upon their individual talents and interests and how these can relate to their future choices.

### Recommended Pacing

6 Days

### State Standards

#### Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

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a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

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<b>Instructional Focus</b>
Unit Enduring Understandings
<ul style="list-style-type: none"> <li>Teenagers in the USA and the target culture both grapple with "What comes after high school?"</li> </ul>
Unit Essential Questions
<ul style="list-style-type: none"> <li>What might I want to be after I graduate?</li> <li>How do I need to prepare myself for my future?</li> <li>What are my unique talents, abilities, and interests?</li> </ul>
Objectives
Students will know:
Vocabulary:
Core Vocabulary: habla, toma, quiere ser

Professions: dentista, policía, portero(a), paramédico(a), veterinario(a), obrero(a), científico(a), astronauta, almirante, jardinero(a), ingeniero(a), cantante, artista, enfermero(a), inventor(a), músico(a), contador(a), farmacéutico(a), doctor(a), médico(a), abogado(a), psicólogo(a)

Words related to professions: animales, criminales, hospitales, escuelas, construcción, políticos, baños, adultos, niños, estudiantes, profesores, oficiales, intelectuales, criminales

Clases: anatomía, psicología, biología, literatura, matemáticas, geografía, ciencias, ciencias sociales, historia, frances, italiano, español, música, arte, universidad, chino, japonés, ruso, tecnología, literatura, sociología

Useful vocabulary: país, mundo, sándwich, presidente, candidato, solo, habla, decide, quiere, acróbatas, clientes, obviamente,

Students will be able to:

Interpretive:

- I can read and understand an infographic about languages and professions.
- I can read and understand a description about various universities in the world.

Interpersonal:

- I can talk about making plans for the future.
- I can talk with a partner about the classes that I like and dislike and briefly explain why.

Presentational:

- I can talk about interests and talents.
- I can talk about school subjects and classes.

Cultural:

- I can make comparisons between high schools and universities in the United States and Spanish-speaking countries.

Summative Assessments:

Interpretive (Listening) Assessment: 'Pick the Pic' (after running dictation) - Show students pictures of scenes from a story. Describe one of the pictures and have the students choose the correct picture.

Interpretive (Reading) Assessment: El Colegio San Patricio- Read an article and answer several comprehension questions.

Presentational (Writing) Assessment: "Quiero ser" focused free write. Write a description about what the student wants to do after graduating high school.

## Resources

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources



## UNIT 5: LA CORRIDA DE TOROS

### Summary and Rationale

Students have seen images and heard about bullfighting for years, but few know the details behind this ancient Hispanic tradition. Students will explore the background behind the history of bullfighting and learn about specifics including: el torero, el toro, events of a bullfight and about the ongoing ethical debate in and around the bullfighting world.

### Recommended Pacing

9 Days

### State Standards

#### Vision

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- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

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a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**Interpretive Mode of Communication:**

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

CPI #	Cumulative Progress Indicator (CPI)
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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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students’ own culture(s), the effects of weather patterns in target language regions of the world and in the students’ own regions.

**Interpersonal Mode of Communication:**

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
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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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students’ own culture(s), the effects of weather patterns in target language regions of the world and in the students’ own regions.

**Presentational Mode of Communication**

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea:

Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	
7.1.NM.PRSNT. 1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
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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.

Intercultural Statements	Possible Topics
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Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none"> <li>Cultural significance of Bullfighting in Hispanic culture as artistic expression</li> </ul>
Unit Essential Questions
<ul style="list-style-type: none"> <li>What cultural traditions do I practice?</li> <li>What is or is not permissible in the pursuit of artistic expression?</li> <li>How do I value animals?</li> </ul>
Objectives
Students will know:
Vocabulary:
Core Vocabulary: su hermano va a, tiene una novia(o), está enojado(a),
Anatomy of a bull: los cuernos, el corazón, las orejas, la espalda, el rabo, las patas

A bullfight: torero, corrida de toros, matar, ciudad, también, sobre,  
Family: familia, madre, padre, hermano, hermana, hijo, hija, esposo, esposa, casa  
Useful Vocabulary: tengo, tienes, ¿Cuántos hermanos tienes tu?, voy, vas, van  
parque, bicicleta, llora, come, chocolate, collar, flores, garaje, siempre, confundido(a), pijamas furioso(a), pregunta  
Grammar:

- Expressing possession with “DE”
- Subject Pronouns

Culture:

- The debate surrounding La corrida de toros / Tauromaquia
- Songs: Torero, Toro y Torero, Lo que yo no tengo, Me voy, or No tengo dinero

Students will be able to:

Interpretive:

- I can read and understand an article about bullfighting.
- I can watch a video about bullfighting and understand various details.

Interpersonal:

- I can ask and answer questions concerning opinions about bullfighting.

Presentational:

- I can talk about various aspects of bullfights.
- I can narrate the events of a bullfight.

Cultural:

- I can understand different sides about the ethical debate about bullfighting.

Summative Assessments:

Interpretive (Listening) Assessment: Students will listen to a short story read aloud and answer comprehension questions.

Interpretive (Reading) Assessment:

Presentational (Writing) Assessment: Students will write a reflection about bullfights in which they describe what happens in a bullfight, a personal opinion about a bullfight and opinions about why others are fascinated by bullfights.

### Resources

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

## UNIT 6: SIENTATE

### Summary and Rationale

How is the academic experience in the target culture different from my own? This is a short unit based upon a story focused on classroom objects and commands. The students will develop their interpretive skills by practicing in the context of understanding a story. The students will work with different combinations of old and new vocabulary and sentence structures. Students will also work to not only be able to retell the story to develop their presentational skills but also develop classroom survival skills in the target language

### Recommended Pacing

3 Days

### State Standards

#### Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

#### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state-designated proficiency level of Novice-High. The data showed

that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**Interpretive Mode of Communication:**

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

CPI #	Cumulative Progress Indicator (CPI)
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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students’ own culture(s), the effects of weather patterns in target

	language regions of the world and in the students' own regions.
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**Interpersonal Mode of Communication:**

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

**Presentational Mode of Communication**

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with



a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea:

Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

### Instructional Focus

#### Unit Enduring Understandings

- Your culture influences your academic experience

#### Unit Essential Questions

- How do I respond to authority?
- What kinds of instructions do I follow and what kinds do I ignore?

#### Objectives

Students will know:

Vocabulary:

Core Vocabulary: se sienta, se levanta, le grita

Places to sit: sofá, banco, silla, piso, pupitre, mesa

Parts of the Body: cabeza, ojos, hombros, nariz, boca, orejas, pies, piernas, manos, dedos, estómago, rodilla, esqueleto

Items in a Classroom: pizarra, lápiz, papel, bolígrafo, una botella, un abrigo, una computadora, tiza, una bandera, la basura

Exclamations (Expresiones para gritar): Te amo!, Fuego!, Ayúdame!, ¡Hola!, ¡Detención!, ¡Vete a clase!, ¡Callate!

Grammar: Endings of regular -ar/-er/-ir verbs in the nosotros(as) form

Students will be able to:

Interpretive:

- I can follow commands.
- I can identify several parts of my body in Spanish.

Interpersonal:

- I can respond to simple physical commands in Spanish.
- I can give and respond to several classroom commands.

Presentational:

- I can talk about my body.

Summative Assessments

Interpretive (Reading) Assessment: Read a story and answer comprehension questions.

Presentational (Writing) Assessment: Write a short narrative story and provide illustrations.

## Resources

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

## UNIT 7: LOS CASTELLS DE TARRAGONA

### Summary and Rationale

This unit will explore the cultural practice of “tower building”, a tradition that residents of the Spanish town of Tarragona have been practicing for centuries. Students will also learn how they can ask for help in various situations and how they can offer to help others.

### Recommended Pacing

6 Days

### State Standards

#### Vision

An education in world languages fosters a population that:

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- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

#### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state-designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High

proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**Interpretive Mode of Communication:**

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

CPI #	Cumulative Progress Indicator (CPI)
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.
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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.

Intercultural Statements	Possible
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a social structure, respect for animals in the target culture(s) compared to those in the students’ own regions of the world and in the students’ own regions.

**Interpersonal Mode of Communication:**

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places,

and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

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.
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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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

**Presentational Mode of Communication**

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

**Core Idea:**

Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
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### Instructional Focus

Unit Enduring Understandings
<ul style="list-style-type: none"> <li>Culture and language vary throughout different regions of the Spanish-speaking world.</li> <li>Learning another language enables one to access information available only in that language.</li> </ul>
Unit Essential Questions
<ul style="list-style-type: none"> <li>How do I help others in my family, my school, my community, and my world?</li> <li>How can I make a difference in my family, my school, my community, and my world?</li> <li>What risks do I take in my day to day life?</li> </ul>
Objectives
<p>Students will know:</p> <p>Vocabulary:</p> <p>Core Vocabulary: tienes que, le ayuda, no puede, simpático(a)</p> <p>Los Castells de Tarragona: la torre, capital, mide, alta, pisos, símbolo, los turistas, famoso(a), fiesta, competencia, ciudad, palabra, dialecto</p> <p>Useful Vocabulary: por eso, llamar, respirar, insulta, jugar al voleibol, nadar, océano, ahora, aparcamiento, pañuelo</p>

está, durante

Grammar: Possessive adjectives

Culture:

- Song: No te puedo olvidar
- Castells de Tarragona
- Famous towers from around the world
- The residents of Cataluna speak Spanish and Catalan

Students will be able to:

Interpretive:

- I can read about and identify details of Castells of Tarragona.
- I can read various scenarios in which people have problems and choose appropriate ways to help.

Interpersonal:

- I can ask for help.
- I can offer to help.

Presentational:

- I can describe the Castells of Tarragona.

Cultural:

- I can explain what languages are spoken in the Catalonia region of Spain.
- I can talk about some aspects of Bolivian culture

Summative Assessments:

- Interpretive (Reading) Assessment: What are Castells of Tarragona? - Reading comprehension
- Presentational (Writing) Assessment: Shrinking summary of class story

### Resources

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

## UNIT 8: LA COMIDA LATINA

### Summary and Rationale

This unit will bring the students to the extremely diverse world of Latin cuisine. The students will begin by learning to describe the foods that they typically eat and will also practice talking about what they don't eat. Students will then be introduced to several dishes that are popular in different Spanish-speaking countries. The students will learn to describe these dishes and pertinent information about the dishes. This will lead to a discussion about the influence of Latin food on the food eaten in the United States.

### Recommended Pacing

5 Days

## State Standards

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### Interpretive Mode of Communication:

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speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

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Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.	Family, school supplies and routines, pets, weather.
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Interpersonal Mode of Communication:

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

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**Presentational Mode of Communication**  
 Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.  
**Core Idea:**  
 Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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**Instructional Focus**

Unit Enduring Understandings
<ul style="list-style-type: none"> <li>● Culture influences how and what we eat.</li> </ul>

Unit Essential Questions
<ul style="list-style-type: none"> <li>● How has Latin cuisine influenced food and food culture where I live?</li> <li>● What foods and flavors do I associate with my culture(s)?</li> </ul>

Objectives
<p>Students will know:</p> <p>Vocabulary:</p> <p>Core Vocabulary: sabes, busca, encuentra</p> <p>Vocabulary to describe food: comida, sabor, delicioso(a), se sirve, ingredientes, marinados, mezclados, cítrica, plato frío, dieta, rellena, cáscaras de maíz, masa, cocinar, comida callejera, ¡Que rico!</p> <p>Foods: caramelo, limón, chipotle, dulce de leche, mole, salsa, canela, yogur, hamburguesas, papitas fritas, miel, el pimiento, jamón, café, frijoles, maíz, arroz, plátano, enchiladas, chorizo, empanadas, tamales humitas, arepas, arroz con pollo, ceviche, sancocho, chicharrón, paella, chocolate, tamarindo, chicha, horchata, tortilla, carne, queso, crema, vegetales, ceviche, pescado, mariscos, el sándwich cubano, tomate, lechuga, mayonesa, pepinillos, mostaza, pupusa, cebolla, chiles, especias, elote, mantequilla, esquites</p> <p>Useful Vocabulary: posesión, misterioso(a), supermercado, consumidores, evolución, constante, compañías, producen, además, combinan, es obvio, cafeterías, Sudamérica, exterior, interior, abuelita, canal, compartir, exactamente, típico, extravagante</p> <p>Vocabulary for Te amo: cantar, grupo musical, instrumentos, piano, guitarra, tambores, sonidos, voces</p>

<p>Grammar: -AR Verb endings</p> <p>Culture:</p> <ul style="list-style-type: none"> <li>● Song: Cielito Lindo and/or Te Amo</li> <li>● Latin influences in US diet</li> <li>● Traditional latin foods from many countries</li> <li>● Popular street food (Elote)</li> </ul> <p>Students will be able to:</p> <p>Interpretive:</p> <ul style="list-style-type: none"> <li>● I can recognize various ingredients in foods when reading a recipe.</li> </ul> <p>Interpersonal:</p> <ul style="list-style-type: none"> <li>● I can talk with others about what I know or don't know.</li> </ul> <p>Presentational:</p> <ul style="list-style-type: none"> <li>● I can describe food that I like and that I don't like.</li> <li>● I can talk about food from different Spanish-speaking countries.</li> </ul> <p>Cultural:</p> <ul style="list-style-type: none"> <li>● I can talk about Latin influence on the cuisine of the United States.</li> </ul>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>● Interpretive (Reading) Assessment: Read a short article about latin influences on US diet and answer comprehension questions.</li> <li>● Presentational (Writing) Assessment: Write about something that the student loves</li> </ul>
<b>Resources</b>
<p>Core Text: Somos - Level 1</p> <p>Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources</p>

## UNIT 9: EL CUCUY

<b>Summary and Rationale</b>
<p>Legends are a great tool for students to use as they immerse themselves in the culture of the target language. By using an authentic resource, students are able to not only develop their language skills, but they are able to learn more about a group of people and the stories that they traditionally tell. With this unit, the students will work with the story of “El Cucuy”, a legend similar to the “Boogeyman”.</p>
<b>Recommended Pacing</b>
11 Days
<b>State Standards</b>
<p>Vision</p> <p>An education in world languages fosters a population that:</p> <ul style="list-style-type: none"> <li>● Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.</li> </ul>

- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross- cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

#### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state- designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

#### Interpretive Mode of Communication:

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	
CPI #	Cumulative Progress Indicator (CPI)
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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

**Interpersonal Mode of Communication:**

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

**Core Idea:** Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

**Presentational Mode of Communication**  
 Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.  
 Core Idea:  
 Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

### Instructional Focus

#### Unit Enduring Understandings

- Fear is expressed in a variety of ways across cultures
- Culture influences how a society reacts to fear.

#### Unit Essential Questions

- What do you fear?
- How do your fears influence your actions?

#### Objectives

Students will know:

Vocabulary:

Core Vocabulary: tiene miedo de, mira hacia

El Cucuy: criatura, horripalada, disciplinar, convencer, aparece, niños, repiten, rima

El Silbon: privilegiado(a), satisfecho(a), cruel, capaz, héroe, cine, de manera ilegal, después de, estrangular, perdoname, tan vulgares, asesina, artes marciales, tatuaje, tienda, cementerio, iglesia, oficina

Mi Bolivia: población, acostumbrados, personas indígenas, por ciento, idioma, montañas, catedral, sinagoga, se escaparon, antes de, ingredientes frescos, llama, lana, lago

Useful Vocabulary: ventana, animal doméstico, tiene \_\_\_ años, vive, ratón, atacar, adorable, irritada, monstruo, sin embargo, jóvenes, escucha, dibuja,

Telling Time: ¿Qué hora es?, son las, es la, menos, media, cuarto, a las, a la, de la mañana, de la tarde, de la noche, mediodía, medianoche

Paul y el avión: avión, cama, aeropuerto, reloj, no tiene mucho tiempo, pasar por la seguridad, sale, agente de la aerolínea,

Grammar: Present tense forms of the verb "IR"

Culture:

- Authentic song: Mira para arriba
- Learning the legend of the Cucuy

Students will be able to:

Interpretive:

- I can read a legend and understand details.



<p>Interpersonal:</p> <ul style="list-style-type: none"> <li>● I can ask and answer questions about fears.</li> <li>● I can ask and answer questions about times of events.</li> </ul> <p>Presentational:</p> <ul style="list-style-type: none"> <li>● I can retell the story of the Cucuy.</li> </ul> <p>Cultural:</p> <ul style="list-style-type: none"> <li>● I can tell what the Cucuy is.</li> <li>● I can make comparisons between the Cucuy legend and popular legends from my culture.</li> </ul>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>● Interpretive (Reading) Assessment: El Cucuy OR Maria reading</li> <li>● Presentational (Writing) Assessment: Students will write an original story that takes place in a zoo.</li> </ul>
<b>Resources</b>
<p>Core Text: Somos - Level 1</p> <p>Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources</p>

## UNIT 10: Como agua para el chocolate / El lobo hambriento

<b>Summary and Rationale</b>
<p>In this unit, students will have their first exposure to authentic literature and film from Mexico. Learning through these art forms is an invaluable way for students to gain a deeper understanding of the relationship between language and culture. The students will read a synopsis of the classic novel <u>Como agua para chocolate</u> and watch a scene from the film. To develop the understanding of a theme from the novel, students will discuss how food, emotions and culture are interrelated.</p>
<b>Recommended Pacing</b>
13 Days
<b>State Standards</b>
<p>Vision</p> <p>An education in world languages fosters a population that:</p> <ul style="list-style-type: none"> <li>● Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.</li> <li>● Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.</li> <li>● Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.</li> <li>● Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.</li> </ul> <p>Intent and Spirit of the World Languages Standard</p>

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSL – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

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**Interpretive Mode of Communication:**

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

CPI #	Cumulative Progress Indicator (CPI)
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.
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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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
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**Interpersonal Mode of Communication:**

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

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**Presentational Mode of Communication**

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Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

### Instructional Focus

#### Unit Enduring Understandings

- Culture and language are interrelated and influence how people behave.

#### Unit Essential Questions

- How do my emotions affect my eating habits?
- In what ways are food and dining connected to my sense of family and community?

#### Objectives

Students will know:

Vocabulary:

Core Vocabulary: está triste y llora, come, el lobo tiene hambre

Como agua para chocolate: casarse

El merengue: bailarín(a),

Lágrimas de cocodrilo: espagueti, comedor, empieza a, irrespetuoso(a), lo siento, hijo(a), de vez en cuando, manipular, pero, predador(a), vegetariano(a), carnívoro(a), pobre, mantener, hidratación,

Culture:

- Celia Cruz, Ríe y llora
- Como agua para el chocolate / Laura Esquivel

Students will be able to:

Interpretive:

- I can summarize a short story in

Interpersonal:

- I can talk about food and eating.
- I can express my emotions.

Presentational:

- I can summarize a short story in Spanish

Cultural:

- I can talk about the influence that Celia Cruz had on salsa.

Summative Assessments:

- Interpretive (Reading) Assessment: Read a brief synopsis about Como agua para chocolate and answer comprehension questions.
- Presentational (Speaking) Assessment: Students will be given "Task Cards" and asked to orally give answers for several questions on the cards.

### Resources

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

## UNIT 11: LOS DEPORTES

### Summary and Rationale

Sports are an extremely important aspect of our students' lives and the cultures that we are studying. This unit will allow students to learn to talk about the sports that they play and watch in the United States. They will also learn about the most popular sports in several Spanish-speaking countries. The students will read and watch videos about some of the most famous athletes and begin a conversation about the gender stereotypes that still exist in the world of sports.

### Recommended Pacing

6 Days

### State Standards

#### Vision

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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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

**Presentational Mode of Communication**



Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea:

Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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
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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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, school supplies and routines, pets, weather.
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### Instructional Focus

#### Unit Enduring Understandings

- Culture influences sports.

#### Unit Essential Questions

- How do sports and sport fandom influence my culture?
- How are my interests shaped by my place in the world?

#### Objectives

Students will know:

Vocabulary:

Core Vocabulary: juega a (un deporte), quiere jugar a (otro deporte), eres

Sports: futbol, futbol americano, basquetbol, golf, tenis, esquí, béisbol, voleibol, boxeo, lucha libre, natación, atletismo, hockey

Vocabulary to talk about sports: partido, estadio, ropa de protección, balón, ligas profesionales, equipo, La Copa Mundial, campeón, ganar, atleta, club, competición, jugador, aficionado(a), marcar un gol

Vocabulary to describe what you bring to watch a sporting event: rinonera, guantes, camara de fotos, camiseta, bufanda, gorra, protector solar, chubasquero

Useful Vocabulary: adicción, adicto(a), personaje principal, así que, allí, todas las partes del mundo, No es justo!,

Grammar: Saber/Conocer, Direct object pronouns

Culture:

- Song - “Wavin’ Flag” by K’Naan & David Bisbal
- Song- “Sube las manos y grita gol”

Students will be able to:

Interpretive:

- I can read short biographies about famous Latino artists.

Interpersonal:

- I can discuss sports and athletes.

Presentational:

- I can talk about the most popular sports in Spanish-speaking countries.

Cultural:

- I can talk about gender stereotypes in sports.

Summative Assessments:

- Interpretive (Reading) Assessment: Students will read a short biography of a Latino athlete and respond to comprehension questions.
- Presentational (Writing) Assessment: Students will write a short comparative description about two Latino athletes.

### Resources

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

## UNIT 12: EL CORTEJO

### Summary and Rationale

High school students learning to speak Spanish are inherently curious about Spanish-speaking teenagers’ lives. Students always ask the question, “What are their lives really like?” To that end, this unit is designed for our students to learn about the social lives and dating customs of teenagers in various Hispanic countries. Students will learn how our traditions are similar and different by reading articles, watching YouTube videos and listening to authentic songs.

### Recommended Pacing

## State Standards

### Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross- cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state- designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

### Interpretive Mode of Communication:

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and

speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

CPI #	Cumulative Progress Indicator (CPI)
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.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.	Family, school supplies and routines, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students’ own culture(s), the effects of weather patterns in target language regions of the world and in the students’ own regions.

Interpersonal Mode of Communication:

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

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.
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**Presentational Mode of Communication**  
 Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.  
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**Instructional Focus**

**Unit Enduring Understandings**

- The perspectives, practices and products of a people define their culture.

**Unit Essential Questions**

- What social behaviors surrounding dating are appropriate in my culture?
- How does my family and my culture influence my perceptions of what romantic relationships should look like?

**Objectives**

Students will know:  
Vocabulary:  
Core Vocabulary: no conoce a nadie, agarra la mano, sale de  
To talk about dating: novio(a), el cortejo, cita, cariño, besos, abrazos  
Useful Vocabulary: criminal, diamante, mientras, exclama, a través de, por ejemplo,

Culture:

- Songs: Sale el sol and Nadie (and artist biographies)
- Dating customs
- Video: Cosas que dicen los novios (communication between individuals in a romantic relationship)

Students will be able to:

Interpretive:

- I can understand the main idea and some details while watching an authentic YouTube video (Cosas que dicen los novios).

Interpersonal:

- I can talk about my social life.

Presentational:

- I can write about benefits and challenges of romance and dating

<p>Cultural:</p> <ul style="list-style-type: none"> <li>I can talk about the similarities and differences in dating customs in the United States and Spanish-speaking countries.</li> </ul>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>Interpretive (Reading) Assessment -"El Cortejo" Read an article about dating customs and answer comprehension questions.</li> </ul>
<b>Resources</b>
<p>Core Text: Somos - Level 1</p> <p>Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources</p>

## UNIT 13: LOS PIROPOS

<b>Summary and Rationale</b>
<p>Everybody likes a compliment, but there is a line between saying something nice and making somebody feel uncomfortable. In this unit, students will learn how to give compliments and discuss how people feel if a compliment is too aggressive. This will lead to a conversation about sexual harassment and sexism, a topic that is as important as any other in the world in which we live.</p>
<b>Recommended Pacing</b>
8 Days
<b>State Standards</b>
<p>Vision</p> <p>An education in world languages fosters a population that:</p> <ul style="list-style-type: none"> <li>Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.</li> <li>Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.</li> <li>Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.</li> <li>Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.</li> </ul> <p>Intent and Spirit of the World Languages Standard</p> <p>The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above,</p>

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Intercultural Statements	Possible Topics
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to everyday life in the target culture and in the learners' own culture.	
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## Instructional Focus

### Unit Enduring Understandings

- Culture influences and defines what is a compliment
- There is a fine line between giving a compliment and making someone feel uncomfortable.

### Unit Essential Questions

- How do I evaluate the worth of another person?
- At what point does flirting become sexual harassment?
- How can I use my words to uplift other people?

### Objectives

Students will know:

Vocabulary:

Core Vocabulary: el hombre piensa que, Quieres salir conmigo?, la mujer bonita

Compliments: cumplidos, piropo, corto, espontáneo, guapo

Useful Vocabulary: apariencia, respeto

Culture:

- Song: “El chico del apartamento 512” by Selena
- Selena biography
- Piropos

Students will be able to:

Interpretive:

- I can understand authentic song lyrics.

Interpersonal:

- I can understand and give compliments.

Presentational:

- I can write a brief description of someone giving compliments to another person and how that person then feels.

Cultural:

- I can understand the cultural perspective concerning flirting and sexual harassment.

Summative Assessments:

- Interpretive Assessment - “Piropos” Reading Assessment
- Interpretive Assessment - “El chico del apartamento 512” Listening Assessment

## Resources

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources