

Subject Area: Spanish
Grade Level: 8

Bedminster Township School

Unit: 1

Mi dormitorio - My bedroom

Dates: September- October

Time Frame: 12 days/4 weeks

Overview

In this unit, the students will learn to use the target language in the three modes of communication to compare how teens live, and socialize in a community influenced by cultural products and practices and consider which characteristics of a community are shared across cultures. They compare and contrast a typical teen's bedroom and decor.

Core Idea:

Interpretive Mode of Communication: Learning a language involves interpreting meaning from viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode of Communication: Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Presentational Mode of Communication: Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Enduring Understandings

- **Interpretive:** They interpret authentic written and video/audio texts such as news-clips, and short video clips that focus on teens' bedrooms, descriptions of items in a bedroom, and students preferences.
- **Interpersonal:** They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to their bedroom, colors, sleep habits, electronic equipment, furniture and lifestyle preferences.
- **Presentational:** They use lists, illustration, chunks of language and memorized phrases to describe the room and items in their bedroom.

Skill and Knowledge Objectives

Students will...

- Listen to descriptions of bedrooms and bedroom furnishings; information about Spanish colors words; information about students' personal preferences; the verbs "*poder*" and "*dormir*" in a conversation
- Listen to and watch a video about two different bedrooms
- Listen to and watch a video about an authentic Spanish-language video about a designer house show



Interpretive

- Talk about: bedroom and home furnishing and arrangement; the distribution of home electronics; color and color association, settings, and sleep habits
- Talk and write messages about lifestyles and entertainment preferences
- Talk about the recognition of cognates; building vocabulary using root word
- Talk about the influence of Spanish architecture in the United States; pro and cons of the technological global community



Interpersonal

- Present information about ways to describe things; entertainment preferences; items in their bedroom
- Present a description of a bedroom using illustrations
- Explain: comparisons in Spanish; superlative in Spanish; the stem-changing verbs "*poder*" and "*dormir*"
- Make a Luminaria and discuss the history and significance of this tradition
- Survey classmates about their bedrooms and compare and contrast with your own



Presentational

Assessments

Pre-Assessment/Benchmark:

- Preview/ review of unit - student edition, pp. 268-269

Formative Assessment:

- Assessment program, pp. 6-1 pp.147-148, prueba 6-2 pp.149-150 with remediation

Self-Reflection/Self-Assessment:

- Respond to the question "¿Qué puedes hacer con lo que aprendiste?" What can you do with what you have learned?
- Self assessment test online/Repaso del capítulo
- Teacher's Edition, pp. 294-295
- Student Edition, pp. 294-295

Summative Assessment:

- Assessment program, pp. 154-161 (listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp.154-161
- Alternative assessment program, pp. 57-62

Resources

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, literacy skills book, video, quizlet, Vocaroo, Screencastify, Jamboard and resources for the Spanish program online

Standards

NJ Student Learning Standards for (Content Area):

- **7.1.NH.IPRET.1:** Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.2:** Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.3:** Respond and act on a series of oral and written instructions, directions, and commands.
- **7.1.NH.IPRET.4:** Recognize some common gestures and cultural practices associated with target culture(s).
- **7.1.NH.IPRET.5:** Identify some unique linguistic elements in the target culture.
- **7.1.NH.IPRET.6:** Interpret some common cultural practices associated with the target culture(s).
- **7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- **7.1.NH.IPERS.1:** Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- **7.1.NH.IPERS.2:** Ask and respond to questions on practiced topics and on information from other subjects.
- **7.1.NH.IPERS.3:** Make requests and express preferences in classroom settings and in various social situations.
- **7.1.NH.IPERS.4:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- **7.1.NH.IPERS.5:** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- **7.1.NH.IPERS.6:** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- **7.1.NH.PRSNT.1:** Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- **7.1.NH.PRSNT.2:** Create and present brief messages using familiar vocabulary orally or in writing.
- **7.1.NH.PRSNT.3:** Describe orally and in writing people and things from the home and school environment.
- **7.1.NH.PRSNT.4:** Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.
- **7.1.NH.PRSNT.6:** Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

2014 NJ Core Curriculum Content Standards - Technology, Art and Career Readiness, Life Literacies and Key Skills

Technology

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies and Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally

Art

- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Social and Emotional Competencies - activities/topics [optional]

- <https://www.centervention.com/perspective-taking-activity/>

Unit 1: En mi dormitorio - My bedroom

<p>Lesson 1: Chapter Opener Materials:</p> <ul style="list-style-type: none"> • <i>Student/Teacher's textbooks</i> • <i>Interactive Board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Read "can do statements" 2) Read and discuss "Arte y Cultura" Salvador Dali. 3) Recycle vocabulary - colors 4) Listening activity - p. 272 	<p>Lesson 2: Vocabulario en contexto</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Videocultura</i> • <i>Interactive board</i> • <i>Blank master - flashcards</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce vocabulary 2) Flashcards activity 3) Compare cognate words 4) Listening activities 1, 2 p.273 5) Model pronunciation of vocabulary 	<p>Lesson 3: Vocabulario en contexto - continuation</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Country connection - Map 2) Matching activity - flashcards 2) Hide and seek activity - Jamboard 3) Practice workbook 4) Busca palabra - word search 5) Annunciation activity 	<p>Lesson 4: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Laptops</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Practice vocabulary - What is this? 2) Online activity - www.Savvas.com 3) Writing activity # 3 p. 274 4) Video activity - En mi Dormitorio 5) Q&A about teens bedroom 	<p>Lesson 5: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review activity - Flashcards 2) Workbook activity 3) Writing activity - opposite Words 4) Listen, draw and write p.276 5) Communicative activity - group work in pair 6) Ticket to leave activity
<p>Lesson 6: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> • <i>Post-it-Notes</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review vocabulary Jamboard 2) Drawing activity - my bedroom items 3) Communicative activity - Riddle 4) Show and tell - my bedroom 5) Writing activity - Post it note <p>Communicate</p>	<p>Lesson 7: Vocabulary Assessment/Grammar - making comparisons</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> • <i>Audio resources</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment 2) Introduce "more than" and "less than" in Spanish p.278 3) Listening activity - two bedrooms 	<p>Lesson 8: Making Comparisons</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Sheets of papers</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Communicative activity - group work -adjectives 2) Writing activity p.279 activities 11 - 12 group work 3) Recycle vocabulary - school subjects, hobbies, sports and music 4) Compare and contrast grammar rules(Spanish - English) the use of "more than, less than, worse than, better than, older than, and younger than. 5) Writing activity - Make a chart <p>Connections/ Comparisons</p>	<p>Lesson 9: Making Comparisons</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Video clip</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch a video clip - Latin Grammy 2) Communicative activity - the best and the worse 3) Discuss Latin record artists -students enjoy 4) Practice Workbook 5) Summarize Comparative - "in your own words" <p>Communities</p>	<p>Lesson 10: The superlative</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Ad</i> • <i>Online audio</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce the superlative p. 280 2) Listening activity - p. 280 3) Formula for superlative - def article + noun + mas/menos + adjective 4) Reading activity - Real estate ad 5) Online Practice - superlative
<p>Lesson 11: The superlative/Culture - Las luminarias</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> • <i>Brown paper bags</i> • <i>Sand</i> • <i>Small flashlights</i> • <i>Scissors</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Scavenger Hunt - superlatives 2) Listening activity 3) Reading activity - Las luminarias p.290 4) Discuss traditions 5) Make luminarias <p>Cultures</p>	<p>Lesson 12: The superlative and comparative</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review the comparison and superlative in both languages 2) Practice workbook 3) Colors and personality Survey 4) Research online 5) Short oral presentation 	<p>Lesson 13: Review of Unit</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete pre-assessment - www.Savvas.com 2) Review chapter's material - Q&A 3) Ticket to leave activity 	<p>Lesson 14: Chapter Assessment - Listening, reading and speaking skills</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> • <i>Rubric</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment 	<p>Lesson 15: Chapter assessment- Writing and Culture knowledge</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment

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Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Spanish
Grade Level: 8

Bedminster Township School

Unit: 2

¿Cómo es tu casa?- What is your house like?

Dates: October/November

Time Frame: 12 days/4 weeks

Overview

In this unit, the students will learn to use the target language in the three modes of communication to explore how people live, work, and socialize in a community influenced by cultural products and practices and consider which characteristics of a community are shared across cultures. They compare and contrast their community with those communities from the Spanish-speaking countries.

Core Idea:

Interpretive Mode of Communication: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode of Communication: Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Presentational Mode of Communication: Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Enduring Understanding

- **Interpretive:** They interpret authentic written and video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on home tours, descriptions of items in a home, and division of household responsibilities.
- **Interpersonal:** They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to their homes, common household items, furniture and chores.
- **Presentational:** They use lists, chunks of language and memorized phrases to describe the rooms and items in homes and to talk about chores in the home.

Skill and Knowledge Objectives

Students will...

- Listen to conversation about chores and read housing ads
- Understand cultural perspectives regarding home and privacy
- Identify cultural practices in an authentic video about household chores



Interpretive

- Talk about household chores and write a description of a house or apartment
- Explain how houses in the Spanish-speaking world compare to those in the United States
- Exchange information while giving advice



Interpersonal

- Present information about household chores
- Write a letter giving advice
- Present Project - "My dream house"



Presentational

Assessments

Pre-Assessment/Benchmark:

- Preview/ review of unit - student edition, pp. 318-319

Formative Assessment:

- Assessment program, pp. 162-163 - Prueba 6B-1: Vocabulary recognition/with remediation

Self-Reflection/Self-Assessment:

- Respond to the question "¿Qué puedes hacer con lo que aprendiste?" What can you do with what you have learned?
- Self assessment test online/Repaso del capitulo

Summative Assessment:

- Assessment program, pp. 168-174(listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp.168-174/Heritage Learner Test Bank
- Alternative assessment program, pp. 63-68
- Real Estate Project - Persuasive essay

Resources

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, video, quizlet, vocaroo and resources for the Spanish program online

Standards

NJ Student Learning Standards for (Content Area):

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- **7.1.NH.PRSNT.6:** Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

2014 NJ Core Curriculum Content Standards - Technology, Art and Career Readiness, Life Literacies, and Key Skills

Technology

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies and Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Art

- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Social and Emotional Competencies - activities/topics [optional]

- <https://www.centervention.com/classroom-scamenger-hunt/>

Unit 2: ¿Cómo es tu casa? - What is your house like?

<p>Lesson 1: Chapter Opener</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Student/Teacher's textbook</i> • <i>Interactive Board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Read "can do statements" 2) Read and discuss "Arte y Cultura" La Arpillera 3) Recycle vocabulary 4) Listening activity - p. 294 	<p>Lesson 2: Vocabulario en contexto</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Videocultura</i> • <i>Interactive board</i> • <i>Blank master - flashcards</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce vocabulary 2) Flashcards activity 3) Compare cognate words 4) Listening activities 1, 2 p. 299 5) Model pronunciation of vocabulary 	<p>Lesson 3: Vocabulario en contexto - continuation</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Videocultura</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards - matching activity 2) Writing activity p.300 3) Video activity - summer home 4) Listening activity p.302 5) Ticket to leave 	<p>Lesson 4: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Paper</i> • <i>Fly Swatters</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Concentration activity - Flashcards 2) Battleship activity - near/far - cerca/lejos 3) Flyswatter activity - group work 4) Writing activity - pass the paper please 5) Ticket to leave activity 	<p>Lesson 5: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online audio</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Word Search activity 2) Practice Workbook 3) Listening and writing activity - Ramirez's home p. 302 4) Listening activity - True or false 5) communicative activity www.vocaroo.com
<p>Lesson 6: Vocabulario en uso/Affirmative "tú" command</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce the affirmative "tú" Command p.305 2) Jamboard activity 3) Simon says - commands 4) Recycle vocabulary Teacher's commands 5) Communicative activity- household chores p.306 	<p>Lesson 7: Assessment/Present progressive tense</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment 2) Introduce present progressive tense p. 308 3) Comparisons - "ing" and "iendo", "ando" 4) Writing activity - What are you doing right now? 5) Communicative activity- pair group <p style="text-align: center;">Comparison</p>	<p>Lesson 8: Present progressive tense/Household chore</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) TPR - showing by doing 2) Reading activity - receiving payment for doing chores 3) Communicative activity - chart 4) Practice workbook 5) Reading activity - Cinderella in Spanish 	<p>Lesson 9: Present progressive/Cultura - Architectures of homes in Spanish-speaking countries</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review present progressive 2) Reading activity p. 314 3) Compare homes architectures 4) Listening activity - house or apartment for sale 5) Writing activity p. 319 <p style="text-align: center;">Cultures/ Connections</p>	<p>Lesson 10: Project - My dream house/La casa de mis sueños</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Laptops</i> • <i>Video clip</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Research on architecture for homes - climate? 2) Communicative activity - how many rooms 3) Video - Real estates tour 4) Design dream house <p style="text-align: center;">Communities</p>
<p>Lesson 11: Project - My dream house/La casa de mis sueños</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> • <i>Rubric</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Presentation of project/tour 2) Communicative activity - <ol style="list-style-type: none"> a) Room -descriptions b) Cost c) Location d) Privacy <p style="text-align: center;">Communicate</p>	<p>Lesson 12: Review of Unit</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete pre-assessment - www.Savvas.com 2) Review chapter's material - Q&A 3) Ticket to leave activity 	<p>Lesson 13: Chapter Assessment - Listening, reading and speaking skills</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> • <i>Rubric</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment 	<p>Lesson 14: Chapter assessment- Writing and Culture knowledge</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment 	

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Spanish
Grade Level: 8

Bedminster Township School

Unit: 3

¿Cuánto cuesta? - How much does it cost?

Dates: December/January

Time Frame: 12 days/4 weeks

Overview

In this unit, the students will learn to use the target language in three modes of communication to explore people's shopping habits in a community influenced by cultural products and practices. They compare and contrast clothing and cost in Spanish-speaking countries and their culture.

Core Idea:

Interpretive Mode of Communication: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode of Communication: Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Presentational Mode of Communication: Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Enduring Understandings

- **Interpretive:** They interpret authentic written and video/audio texts such as clothing, advertisement, shopping, online shopping, store variety, and clothing preferences.
- **Interpersonal:** They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to clothing, preferences, shopping, stores and traditional clothing.
- **Presentational:** They use lists, chunks of language and memorized phrases to describe and talk about shopping, clothing, preferences, and money and currency equivalence.

Skill and Knowledge Objectives

Students will...

- Listen to a conversation and read about clothes and shopping
- Understand the role of *molas* in the Kuna culture
- Read an advertisement for a variety store
- View an authentic Spanish-language video about technology and shopping



Interpretive

- Exchange information while purchasing an item of clothing
- Talk and write about shopping plans and gifts
- Talk about preferences
- Talk about traditional clothing of Panama



Interpersonal

- Compare the significance of crafts and clothing in Panama and United States
- Present information about money and currency
- Present information about preferences, shopping and clothes



Presentational

Assessments

Pre-Assessment:

- Preview/ review of unit - student edition, pp. 370-371

Formative Assessment:

- Assessment program, pp. 188-189 - Prueba 7B-1: Vocabulary recognition

Self-Reflection/Self-Assessment:

- Respond to the question “¿Qué puedes hacer con lo que aprendiste?” What can you do with what you have learned?
- Self assessment test online/Repaso del capitulo

Summative Assessment:

- Assessment program, pp. 195-200 (listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp.195-200
- Alternative assessment program, pp. 74-78

Resources

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, video, quizlet, vocaroo and resources for the Spanish program online

Standards

NJ Student Learning Standards for (Content Area):

- **7.1.NH.IPRET.1:** Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.2:** Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.3:** Respond and act on a series of oral and written instructions, directions, and commands.
- **7.1.NH.IPRET.4:** Recognize some common gestures and cultural practices associated with target culture(s).
- **7.1.NH.IPRET.5:** Identify some unique linguistic elements in the target culture.
- **7.1.NH.IPRET.6:** Interpret some common cultural practices associated with the target culture(s).
- **7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- **7.1.NH.IPERS.1:** Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- **7.1.NH.IPERS.2:** Ask and respond to questions on practiced topics and on information from other subjects.
- **7.1.NH.IPERS.3:** Make requests and express preferences in classroom settings and in various social situations.
- **7.1.NH.IPERS.4:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- **7.1.NH.IPERS.5:** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- **7.1.NH.IPERS.6:** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- **7.1.NH.PRSNT.1:** Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- **7.1.NH.PRSNT.2:** Create and present brief messages using familiar vocabulary orally or in writing.
- **7.1.NH.PRSNT.3:** Describe orally and in writing people and things from the home and school environment.
- **7.1.NH.PRSNT.4:** Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.
- **7.1.NH.PRSNT.6:** Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

2014 NJ Core Curriculum Content Standards - Technology, Art and Career Readiness

Technology

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Art

- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Career Readiness, Life Literacies, and Key Skills

- 9.1.8.CP.1: Compare prices for the same goods or services.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

Social and Emotional Competencies - activities/topics [optional]

- <https://www.centervention.com/conflict-resolution-for-kids/>

Unit 3: ¿Cuánto cuesta? - How much does it cost?

<p>Lesson 1: Chapter Opener</p> <p>Materials:</p> <ul style="list-style-type: none"> • Student/Teacher's textbooks • Interactive Board • Online Atlas <p>Activities:</p> <ol style="list-style-type: none"> 1) Read "can do statements" 2) Read and discuss "Arte y Cultura" Joan Miró - Garibaldinas 3) Recycle vocabulary - colors, adjectives 4) Listening activity - p.322 5) Discuss Fashion 	<p>Lesson 2: Vocabulario en contexto</p> <p>Materials:</p> <ul style="list-style-type: none"> • Teacher's /students textbook edition • Interactive board • Blank master - flashcards <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce vocabulary 2) Flashcards activity 3) Compare cognate words 4) Listening activities p. 323 5) Model pronunciation of vocabulary 	<p>Lesson 3: Vocabulario en contexto - continuation</p> <p>Materials:</p> <ul style="list-style-type: none"> • Teacher's /students textbook edition • Interactive board <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity matching 2) Box of clothes race activity 3) Communicative activity 4) Listening activity p. 326 5) Reading and writing activity 	<p>Lesson 4: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • Teacher's /students textbook edition • Interactive board • Laptops • Online video <p>Activities:</p> <ol style="list-style-type: none"> 1) Hide and seek - flashcards 2) Practice workbook 3) Let's go shopping video 4) Riddle activity - who? 5) Writing activity p.327 	<p>Lesson 5: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • Teacher's /students textbook edition • Laptops <p>Activities:</p> <ol style="list-style-type: none"> 1) Reading activity - online ad store 2) Chart activity - preferences 3) Communicative activity in the store - skit 4) Practice workbook 5) Ticket to leave <p style="text-align: center;">Communicate</p>
<p>Lesson 6: Assessment/ Stem-changing verbs pensar, querer, preferir</p> <p>Materials:</p> <ul style="list-style-type: none"> • Teacher's /students textbook edition • Interactive board • Assessment program <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete vocabulary quiz 2) Introduce verbs 3) Listening activity p. 330 4) Matching activity 	<p>Lesson 7: Stem-changing verbs</p> <p>Materials:</p> <ul style="list-style-type: none"> • Teacher's /students textbook edition • Interactive board • Laptops <p>Activities:</p> <ol style="list-style-type: none"> 1) Review verbs - Interactive board 2) Listen and write - pair group activity 3) Buscapalabras - word Search 4) Venn diagram activity 5) Writing activity p. 331 	<p>Lesson 8: Demonstrative adjectives</p> <p>Materials:</p> <ul style="list-style-type: none"> • Teacher's /students textbook edition • Interactive board • Laptops <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce demonstrative adjectives 2) Compare and contrast <i>this</i>, <i>these</i>, <i>that</i> and <i>those</i> in Spanish and English 3) Reading and writing activity p. 332 4) Video activity - how much is it? 5) Practice workbook <p style="text-align: center;">Comparisons</p>	<p>Lesson 9: Demonstrative adjectives</p> <p>Materials:</p> <ul style="list-style-type: none"> • Teacher's /students textbook edition • Interactive board • Laptops <p>Activities:</p> <ol style="list-style-type: none"> 1) Video activity - a virtual dressing room 2) Clothing cost activity - Euros vs. Dollars https://www.xe.com/currencyconverter/convert/?Amount=1&From=USD&To=EUR 3) Research Spanish clothing Designers 4) Brainstorm ideas for project Fashion show 5) Organize role of group members <p style="text-align: center;">Connections</p>	<p>Lesson 10: Stem-changing verbs/ Demonstrative adjectives</p> <p>Materials:</p> <ul style="list-style-type: none"> • Teacher's /students textbook edition • Interactive board • Laptops <p>Activities:</p> <ol style="list-style-type: none"> 1) Review stem-changing verbs/ Demonstrative adjectives 2) Create a Jamboard p.335 3) Communicative activity p.335 4) Reading activity- How may I help you!/? p.339 5) Work on project
<p>Lesson 11: Cultural perspective - Molas</p> <p>Materials:</p> <ul style="list-style-type: none"> • Teacher's /students textbook edition • Online Atlas • Interactive board • Laptops <p>Activities:</p> <ol style="list-style-type: none"> 1) Point on the map the region of San Blas/Panama 2) Reading activity p. 338 3) Make molas patterns 4) Work on project - Fashion Show 5) Research local stores that sell Spanish products <p style="text-align: center;">Cultures/ Communities</p>	<p>Lesson 12: Fashion live</p> <p>Materials:</p> <ul style="list-style-type: none"> • Teacher's /students textbook edition • Interactive board • Rubric <p>Activities:</p> <ol style="list-style-type: none"> 1) Presentation of project - group collaboration 	<p>Lesson 13: Review of Unit</p> <p>Materials:</p> <ul style="list-style-type: none"> • Teacher's /students textbook edition • Online Atlas • Interactive board • Laptops <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete pre-assessment - www.savvas.com 2) Review chapter's material - Q&A 3) Ticket to leave activity 	<p>Lesson 14: Chapter Assessment - Listening, reading and speaking skills</p> <p>Materials:</p> <ul style="list-style-type: none"> • Teacher's /students textbook edition • Assessment program • Rubric <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment 	<p>Lesson 15: Chapter assessment- Writing and Culture knowledge</p> <p>Materials:</p> <ul style="list-style-type: none"> • Teacher's /students textbook edition • Assessment program <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
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- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
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- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Spanish
Grade Level: 8

Bedminster Township School

Unit: 4

¡Qué regalo! - What a gift!

Dates: February/March

Time Frame: 12 days/4 weeks

Overview

In this unit, the students will learn to use the target language in three modes of communication to explore places to shop and gift giving in a community influenced by cultural products and practices and consider which characteristics of a community are shared across cultures. They examine the role of markets and specialty stores.

Core Idea:

Interpretive Mode of Communication: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode of Communication: Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Presentational Mode of Communication: Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Enduring Understandings

- **Interpretive:** They interpret authentic written and video/audio texts such as advertisement-clips, that focus on shopping for gifts, stores and malls and shopping at specialty stores.
- **Interpersonal:** They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to shopping and gift giving, stores and malls, and common practices in the Spanish-speaking world.
- **Presentational:** They use lists, chunks of language and memorized phrases to describe an event, shopping in a mall, and gifts-giving.

Skill and Knowledge Objectives

Students will

- Read and listen to information about malls
- Listen to and watch a video about shopping for a gift at *El Rastro*Read a jewelry store advertisement
- Read about Hispanic commercial centers
- View an authentic Spanish-language video about stores in a mall



Interpretive

- Talk and write items you have bought and their pricesExplain the role of the markets and specialty stores in Spanish-speaking countries
- Exchange information about gifts and prices
- Compare the cultural perspectives about shopping malls inChile and the United States
-



Interpersonal

- Present information about shopping and gifts
- Present information about stores and malls
- Present project " Mi centro comercial"



Presentational

Assessments

Pre-Assessment:

- Preview/ review of unit - student edition, pp. 370-371

Formative Assessment:

- Assessment program, pp. 188-189 Prueba 7B-1: Vocabulary recognition

Self-Reflection/Self-Assessment:

- Respond to the question "¿Qué puedes hacer con lo que aprendiste?" What can you do with what you have learned?
- Self assessment test online/Repaso del capítulo

Summative Assessment:

- Assessment program, pp. 195-200 (listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp.195-200
- Alternative assessment program, pp. 74-78

Resources

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, video, quizlet, vocaroo and resources for the Spanish program online

Standards

NJ Student Learning Standards for (Content Area):

- **7.1.NH.IPRET.1:** Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.2:** Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
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- **7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
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- **7.1.NH.IPERS.3:** Make requests and express preferences in classroom settings and in various social situations.
- **7.1.NH.IPERS.4:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

- **7.1.NH.IPERS.5:** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- **7.1.NH.IPERS.6:** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- **7.1.NH.PRSNT.1:** Recombine basic information at the phrase and sentence level related to everyday topics and themes.
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- **7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.
- **7.1.NH.PRSNT.6:** Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

2014 NJ Core Curriculum Content Standards - Technology and Career Readiness, Life Literacies and Key Skills

Technology

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies and Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally

Social and Emotional Competencies - activities/topics [optional]

- <https://www.centervention.com/acts-of-kindness-for-kids/>

Unit 4: ¡Qué regalo! - What a gift!

<p>Lesson 1: Chapter Opener</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Student/Teacher's textbooks</i> • <i>Interactive Board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Read "can do statements" 2) Read and discuss "Arte y Cultura".Paraguay - Ñanduti 3) Recycle vocabulary clothing vocabulary 4) Listening activity - p.346 	<p>Lesson 2: Vocabulario en contexto</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Videocultura</i> • <i>Interactive board</i> • <i>Blank master - flashcards</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce vocabulary 2) Flashcards activity 3) Compare cognate words 4) Listening activities 1-2 pag. 247 5) Model pronunciation of vocabulary 	<p>Lesson 3: Vocabulario en contexto - continuation</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity 2) Reading activity - skit 3) ¿Comprendes? - story comprehensions 4) Writing activity p. 348 5) Crossword puzzle 	<p>Lesson 4: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcard activity recognition of written word 2) Communicative activity www.vocaroo.com 3) Video activity - shopping at el Rastro 4) Practice workbook 5) Riddles - items sold in stores 	<p>Lesson 5: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Vocabulary review Screencastify 2) Communicative activity - I shop at _____ for _____ 3) Listen and write - p.350 4) Communicative activity - pair group /good gifts 5) Ticket to leave activity <p style="text-align: center;">Communicate</p>
<p>Lesson 6: Assessment/Culture</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Assessment program</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete vocabulary quiz 2) The country of Chile - map 3) Reading activity p.366 4) Compare and discuss malls atmosphere <p>Cultures</p>	<p>Lesson7: The past tense (preterite) of -ar- verbs</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce past tense in Spanish 2) Listening activity - past or present? p. 354 3) Practice workbook 4) Write and communicate activity - money is a good gift!! 5) Online activity - past tense 	<p>Lesson 8: The past tense (preterite) of -ar- verbs</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review past tense of -ar-verbs 2) Writing activity 3) Dice game- forms of past tense verbs 4) Communicative activity what?, when? and where?! 5) Post - it - notes activity 	<p>Lesson 9: The past tense (preterite) of -ar- verbs and direct object pronouns</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce direct object pronouns 2) The word "it" vs. lo,la,los, and las 3) Writing activity p.360 4) Listening activity 5) Reading activity - magazine article <p>Comparisons</p>	<p>Lesson 10: The direct object pronouns</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review direct object pronouns 2) Practice workbook 3) Communicative activity 4) Drawing activity -design your mall or specialty store 5) Work on writing presentation
<p>Lesson 11: : The direct object pronouns</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Writing activity - who bought what? pgs. 361 2) Reading activity - underline direct object pronouns 3) Preparación para el examen p. 371 4) Tic-tac-toe activity 5) Peer-editing activity - writing presentation 	<p>Lesson 12: Shopping in Madrid</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Discuss opportunities for International buyers 2) Communicate - Shopping gifts online 3) Name the picture game 4) Reading activity p.369 5) Finish writing assignment <p>Communities/ Connections</p>	<p>Lesson 13: Review of Unit</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete pre-assessment - www.savvas.com 2) Review chapter's material - Q&A 3) Ticket to leave activity 	<p>Lesson14: Chapter Assessment - Listening, reading and speaking skills</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> • <i>Rubric</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment 	<p>Lesson 15: Chapter assessment- Writing and Culture knowledge</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Spanish
Grade Level: 8

Bedminster Township School

Unit: 5
De vacaciones - On vacation

Dates: April - May

Time Frame: 12 days/4 weeks

Overview

In this unit, the students will learn to use the target language in the three modes of communication to explore how people travel, vacation and socialize in a community influenced by cultural products and practices. They examine places of geographical and historical importance in the Spanish-speaking countries and compare them to places in the United States.

Core Idea:

Interpretive Mode of Communication: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode of Communication: Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Presentational Mode of Communication: Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Enduring Understandings

- **Interpretive:** They interpret authentic written and video/audio texts about vacation, tourism, destinations, activities, and short video clips that focus on attractions and modes of transportation.
- **Interpersonal:** They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to their vacation trips and activities.
- **Presentational:** They use lists, chunks of language and memorized phrases to describe vacations, trips, places, activities and talk about modes of transportations.

Skill and Knowledge Objectives

Students will...

- Listen to and read about trips and vacations
- Read about travel and vacation; past events, El Yunque, Puerto Rico
- Read about the rio Parana, an advertisement for a scuba diving school and a version of "Goldilocks and the Three Bears"



Interpretive

- Talk and write about favorite and imaginary trips
- Explain the tradition of the *ojo de Dios* and compare it to crafts in the United States
- Exchange information while describing your best vacation
- Identify places of geographical and historical importance and compare them to places in the United States



Interpersonal

- Present your dream vacation project
- Present information about El Yunque, Puerto Rico



Presentational

Assessments

Pre-Assessment/Benchmark:

- Preview/ review of unit - student edition, pp. 396-397

Formative Assessment:

- Assessment program, pp. 201-202 - Prueba 8A-1: Vocabulary recognition

Self-Reflection/Self-Assessment:

- Respond to the question "¿Qué puedes hacer con lo que aprendiste?" What can you do with what you have learned?
- Self assessment test online/Repaso del capitulo

Summative Assessment:

- Assessment program, pp. 208-214 (listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp.208-214
- Alternative assessment program, pp. 79-84

Resources

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, video, quizlet, vocaroo and resources for the Spanish program online

Standards**NJ Student Learning Standards for (Content Area):**

- **7.1.NH.IPRET.1:** Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.2:** Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.3:** Respond and act on a series of oral and written instructions, directions, and commands.
- **7.1.NH.IPRET.4:** Recognize some common gestures and cultural practices associated with target culture(s).
- **7.1.NH.IPRET.5:** Identify some unique linguistic elements in the target culture.
- **7.1.NH.IPRET.6:** Interpret some common cultural practices associated with the target culture(s).
- **7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- **7.1.NH.IPERS.1:** Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- **7.1.NH.IPERS.2:** Ask and respond to questions on practiced topics and on information from other subjects.
- **7.1.NH.IPERS.3:** Make requests and express preferences in classroom settings and in various social situations.
- **7.1.NH.IPERS.4:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- **7.1.NH.IPERS.5:** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- **7.1.NH.IPERS.6:** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- **7.1.NH.PRSNT.1:** Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- **7.1.NH.PRSNT.2:** Create and present brief messages using familiar vocabulary orally or in writing.
- **7.1.NH.PRSNT.3:** Describe orally and in writing people and things from the home and school environment.

- **7.1.NH.PRSNT.4:** Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.
- **7.1.NH.PRSNT.6:** Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

2014 NJ Core Curriculum Content Standards - Technology, Social Studies, and Career Readiness, Life Literacies and Key Skills

Technology

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Social Studies

- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Art

- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Career Readiness, Life Literacies and Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally

Social and Emotional Competencies - activities/topics [optional]

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Unit 5: De vacaciones - On vacation

<p>Lesson 1: Chapter Opener</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Student/Teacher's textbooks</i> • <i>Interactive Board</i> • <i>Online Atlas</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Read "can do statements" 2) Read and discuss "Arte y Cultura" Joaquin Sorolla y Batista -painting of sea and coastline 3) Recycle vocabulary - grade 7 unit 3 4) Listening activity - p.374 	<p>Lesson 2: Vocabulario en contexto</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Videocultura</i> • <i>Interactive board</i> • <i>Blank master - flashcards</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce vocabulary 2) Flashcards activity 3) Compare cognate words 4) Listening activities p.375 5) Model pronunciation of vocabulary 	<p>Lesson 3: Vocabulario en contexto - continuation</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Videocultura</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcard activity - matching 2) Reading activity - el yunque 3) Video activity - Ecuador 4) Writing activity p.377 5) Show and tell - vocabulary 	<p>Lesson 4: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcard activity Concentration game 2) Practice workbook 3) Listening activity - the beach or the city 4) Communicative activity - preferences on places of interest 5) Reading - Buenos Aires 	<p>Lesson 5: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcard activity -hide and seek 2) Listen and write - p.378 3) Bingo - trip activities 4) Write and communicate - list of activities 5) Ticket to leave activity
<p>Lesson 6: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review vocabulary - Jamboard 2) Communicative activity - Chart(where are you going? how are you getting there?) 3) Reading activity - ad on scuba diving school 4) Communicative activity - where did you go on vacation? p.382 5) Post-it-notes activity <p>Communicate</p>	<p>Lesson 7: Assessment/Culture</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete vocabulary assessment 2) Reading activity- Mexico and el ojo de Dios 3) Compare and discuss history of art and crafts 4) Make a Ojo de Dios - p.392 <p>Cultures/ Comparisons</p>	<p>Lesson 8: The past tense of -er and -ir verbs</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Videocultura</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce the past tense of -er and -ir verbs 2) Listening activity 3) Write and speak -group work/ past vacations 4) Developed the dream vacation - group work 5) Graphic Organizer activity 	<p>Lesson 9: The past tense of -er and -ir verbs</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review the past tense of -er and -ir verbs 2) Practice workbook 3) Online activity 4) Flyseater activity 5) Writing activity - dream vacation 	<p>Lesson 10: The past tense of verb "ir" to go</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) introduce the past tense of verb "ir" to go 2) Communicative activity - www.vocaroo.com 3) Reading activity - Goldilocks 4) Jeopardy game 5) Discuss services available to Spanish-speakers at local tourism attractions <p>Communities</p>
<p>Lesson 11: The past tense of verb "ir" to go and the personal "a"</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review the past tense of verb "ir" to go and introduce the personal "a". 2) Reading activity - Machu Pichu 3) Paper fortune teller activity 4) Geography game - Las Americas 5) Ticket to leave activity <p>Connections</p>	<p>Lesson 12: the personal "a"</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review of unit's verbs 2) Practice workbook 3) Brain toss - group activity 4) Writing activity p.397 5) Listening activity p.397 	<p>Lesson 13: Review of Unit</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete pre-assessment - www.savvas.com 2) Review chapter's material - Q&A 3) Ticket to leave activity 	<p>Lesson 14: Chapter Assessment - Listening, reading and speaking skills</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> • <i>Rubric</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment 	<p>Lesson 15: Chapter assessment- Writing and Culture knowledge</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment

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Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

ia un restauro a restaurant!A

Subject Area: Spanish
Grade Level: 8

Bedminster Township School

Unit: 6

Ayudando en la comunidad - Helping in the community

Dates: May/June

Time Frame: 12 days/4 weeks

Overview

In this unit, the students will learn to use the target language in the three modes of communication to explore how members of a target culture communities recycled products in a creative manner to reuse, recycle, and reduce.

Core Idea:

Interpretive Mode of Communication: Learning a language involves interpreting meaning from tending, viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode of Communication: Is the exchange of communication among people with opportunity to bargain for meaning. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Presentational Mode of Communication: Involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency levels.

Enduring Understandings

- Interpretive: They interpret authentic written and video/audio texts such as blogs, government sites, public service announcements, and short video clips that focus on recycling , volunteering work, community service and environmental practices in the target culture(s).
- Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and other target-language speakers in the community in which they ask and respond to questions regarding recycling , volunteering work, community service and environmental practices in the target culture(s).
- Presentational: They use lists, chunks of language, and memorized phrases to compare environmental practices in the home and target cultures.

Skill and Knowledge Objectives

Students will...

- Listen to and read to information about volunteer work; community service; recycling
- Listen to and watch a video about recycling and volunteer work
- Read about protected areas in Costa Rica; a public service announcement about recycling; Habitat for Humanity in Guatemala



Interpretive

- Talk and write about volunteer work; community service; recycling and conservation; gifts and gift-giving and past activities
- Explain students volunteerism in Spanish-speaking countries
- Discuss different volunteer activities/work that you can implement in your school
- Compare environmental efforts in Spain, Costa Rica and other Spanish-speaking countries to programs in your community



Interpersonal

- Present information about: recycling; volunteer work; community service; tinglar tortoise protection
- Write about past activities in which people engaged; prestigious awards people have received
- Present best practices to help the environment



Presentational

Assessments

Pre-Assessment:

- Preview or review of unit - student edition, pp. 268-269

Formative Assessment:

- Assessment program, pp. 134-136 - Prueba 5-1: Vocabulary recognition

Self-Reflection/Self-Assessment:

- Respond to the question “¿Qué puedes hacer con lo que aprendiste?” What can you do with what you have learned?
- Self assessment test online/Repaso del capítulo

Summative Assessment:

- Assessment program, pp. 139-145 (listening, reading, speaking, writing and culture knowledge)
- Assessment program for Spanish- Heritage Learner, pp.139-145
- Alternative assessment program, pp. 52-56

Resources

- Auténtico 1 textbook, workbook, interactive global map, whiteboard, video, quizlet, vocaroo and resources for the Spanish program online

Standards

NJ Student Learning Standards for (Content Area):

- **7.1.NH.IPRET.1:** Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.2:** Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.3:** Respond and act on a series of oral and written instructions, directions, and commands.
- **7.1.NH.IPRET.4:** Recognize some common gestures and cultural practices associated with target culture(s).
- **7.1.NH.IPRET.5:** Identify some unique linguistic elements in the target culture.
- **7.1.NH.IPRET.6:** Interpret some common cultural practices associated with the target culture(s).
- **7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- **7.1.NH.IPERS.1:** Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- **7.1.NH.IPERS.2:** Ask and respond to questions on practiced topics and on information from other subjects.
- **7.1.NH.IPERS.3:** Make requests and express preferences in classroom settings and in various social situations.
- **7.1.NH.IPERS.4:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

- **7.1.NH.IPERS.5:** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- **7.1.NH.IPERS.6:** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- **7.1.NH.PRSNT.1:** Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- **7.1.NH.PRSNT.2:** Create and present brief messages using familiar vocabulary orally or in writing.
- **7.1.NH.PRSNT.3:** Describe orally and in writing people and things from the home and school environment.
- **7.1.NH.PRSNT.4:** Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.
- **7.1.NH.PRSNT.6:** Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

2014 NJ Core Curriculum Content Standards - Technology, Science, and Career Readiness, Life Literacies and Key Skills

Technology

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Social Studies

- 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Career Readiness, Life Literacies and Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

Social and Emotional Competencies - activities/topics [optional]

- <https://www.centervention.com/responsible-decision-making-lesson/>

<p>Lesson 1: Chapter Opener</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Student/Teacher's textbooks</i> • <i>Interactive Board</i> • <i>Online Atlas</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Read "can do statements" 2) Read and discuss "Arte y Cultura". Peace corps 3) Recycle vocabulary - past tense 4) Listening activity - p.400 	<p>Lesson 2: Vocabulario en contexto</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Videocultura</i> • <i>Interactive board</i> • <i>Blank master - flashcards</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce vocabulary 2) Flashcards activity 3) Compare cognate words 4) Listening activities p.401 5) Model pronunciation of vocabulary 	<p>Lesson 3: Vocabulario en contexto - continuation</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Videocultura</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcards activity - match 2) Discuss volunteer work in the community 3) Reading activity - p.401 4) Listening activity - 401 5) Writing activity - list ways to help our environment 6) Word search 	<p>Lesson 4: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review vocabulary - touch and say the word 2) Practice workbook 3) Find recycling centers in our community and school 4) Communicative activity p.405 5) Reading activity - Spain and recycling 6) Ticket to leave activity 	<p>Lesson 5: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcard activity - "Yo digo" 2) Watch and discuss a video - voluntary work/Spanish language and volunteer work 3) Writing activity - p. 406 4) Listen and write - separate trash 5) Communicative activity - suggestions on how to <p>Communities</p>
<p>Lesson 6: Vocabulario en uso</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Flashcard activity - separate different materials 2) Chart activity 3) Communicative activity p.407 4) Listening activity p.407 5) Jamboard activity 6) Post-it-notes activity 	<p>Lesson 7: Vocabulary assessment/Culture</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete vocabulary assessment 2) Read and discuss activity - p. 416 Habitat for humanity 3) Listening activity 4) Communicative activity - What have you done lately? <p>Cultures</p>	<p>Lesson 8: The present tense of decir -to say or to tell</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce the present tense of decir - to say or to tell 2) Video activity 3) Discuss endangered species Tinglar tortoise and Golden eagle 4) Tic-Tac -Toe activity 5) Dice activity <p>Connections</p>	<p>Lesson 9: The present tense of decir -to say or to tell</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Rubric</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review present tense of decir 2) Practice workbook 3) Discuss rubric p. 419 4) Writing project - Flyers or posters to be used in school 5) Ticket to leave activity 	<p>Lesson 10: Indirect object pronouns</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce indirect object pronouns 2) Listening activity - to/for whom? 3) Reading activity p. 410 4) Gossip game - group work 5) Work on writing project <p>Comparisons</p>
<p>Lesson 11: Indirect object pronouns and past tense of verbs hacer (to do) and dar (to give)</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review Indirect object pronouns and present tense of decir -to say or to tell 2) Introduce the past tense of verbs hacer (to do) and dar (to give) 3) Listening activity 4) Scavenger hunt activity 5) Communicative activity working as a volunteer <p>Communicate</p>	<p>Lesson 12: The past tense of verbs hacer (to do) and dar (to give)</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Review the past tense of verbs hacer (to do) and dar (to give) 2) Reading activity - ad government efforts 3) Peer editing activity - writing project 4) Online activity - comments on blogs 5) Communicative activity - p. 423 	<p>Lesson 13: Review of Unit</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Online Atlas</i> • <i>Interactive board</i> • <i>Laptops</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete pre-assessment - www.Savvas.com 2) Review chapter's material - Q&A 3) Ticket to leave activity 	<p>Lesson 14: Chapter Assessment - Listening, reading and speaking skills</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> • <i>Rubric</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment 	<p>Lesson 15: Chapter assessment- Writing and Culture knowledge</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Teacher's /students textbook edition</i> • <i>Assessment program</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Complete assessment

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

