

Shepard Preparatory Highschool Curriculum Overview Spanish I (R)



Shepard Preparatory School
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Shepard Prep High School Spanish I

Shepard Preparatory Mission Statement:

The Shepard Prep High School mission is the enhancement of educational and social functioning of each student with an eye toward the successful reintegration into public school. This is achieved through a persistent system of positive reinforcement, feedback, counseling intervention and individualized academic instruction. Consequently, communication among students, staff, parents and the sending districts is an integral part of achieving our mission. Shepard Prep High School strives to provide the best quality education to students by stimulating the growth and development of their moral, creative, intellectual and athletic skills. Our goal is improved academic performance and behavioral changes that will allow students to return to public school setting and/or achieve success in their post-secondary placements. We believe any child, despite their presenting behavior and social background, wants acceptance, achievement, knowledge and the ability to interact with others. We strive to find the key that unlocks the individual potential of each student by providing a warm, nurturing environment so that each student's self-esteem and potential may flourish.

Course Description:

This course is an introduction to the Spanish language and culture, emphasizing cultural knowledge and exploration with basic interpersonal conversational skills that allow students to exchange basic needs and preferences in the target language. The language is presented within the context of the contemporary Spanish-speaking world and its culture. In addition to a textbook, technology will be used to enhance the topics covered. Students will learn to perform basic language functions such as to ask questions and to describe. These functions will be incorporated in a variety of contexts, for example, at home, in school, at work, when traveling, while shopping and playing. Students will be able to perform these tasks with an appropriate level of accuracy using interpersonal, interpretive and presentational modes.

Prerequisite(s): None

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Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making	A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices

The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is infusion and integration throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Readiness, Life Literacies, and Key Skills Practices: <i>Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CLKS6 Model integrity, ethical leadership, and effective management. CLKS7 Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CLKS2 Attend to financial well-being. X CLKS4 Demonstrate creativity and innovation. X CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. X CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	CLKS1 Act as a responsible and contributing community member and employee. CLKS6 Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	X CLKS6 Model integrity, ethical leadership, and effective management. CLKS9 Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	CLKS3 Consider the environmental, social, and economic impact of decisions. X CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKS6 Model integrity, ethical leadership, and effective management.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
Asi se dice! By Glencoe- McGraw Hill 1 Asi se dice! Workbook by Glencoe McGraw Hill Duo Lingo software Teacher created materials 	<ul style="list-style-type: none"> ● Quizlet http://www.quizlet.com ● Conjuguemos http://www.conjuguemos.com ● Vocaroo http://vocaroo.com ● University of Texas target language videos https://www.laits.utexas.edu/spe/beg01.html ● Interactive textbook-linked activities https://www.classzone.com ● Scholastic student magazines Log in ● Vocabulary TicTacToe board Assignment list

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Overall Course Goals: (at the Novice Mid proficiency level)

Interpretive:

Student understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal:

Student understands and communicates at the word level and can use memorized words and phrases independently to:

- o Respond to learned questions.
- o Ask memorized questions.
- o State needs and preferences.
- o Describe people, places, and things.
- o Students will be introduced and exposed to all subject pronouns, but focus will be on yo & tú forms facilitating conversation.

Presentational:

Student understands and communicates at the word level and can use memorized words and phrases independently to:

- o Make lists.
- o State needs and preferences.
- o Describe people, places, and things.

Cultural Content Statement(s): Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist ----in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

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Unit 1: Saludos compañeros (Greeting Friends)	Unit Duration: 8-10 weeks
Stage 1: Desired Results	

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Established Subject Area Goals (NJSLS):

- 7.1.NM.A.1- Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted theme
- 7.1.NM.A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.3-Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4-Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics
- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4-Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Companion Standards (NJSLS):

- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- SOC.6.3.12 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- VPA.1.2.5.A.CS1 Art and culture reflect and affect each other.
- VPA.1.4.8 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Technology Integration (NJSLS 8):

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

21st Century Skills Integration (NJSLS 9)

- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS6 Model integrity, ethical leadership and effective management.
- CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer Goal:

Students will be able to independently use their learning to...

- Exchange and acquire personal information about themselves and others accurately using the target language of Spanish using a memorized list of questions and answers.
- Students use the target language in the three modes of communication to explore physical characteristics, personality descriptions, and pastime preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity.
- *Interpretive:* They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on first introductions, personal information, and pastime preferences.
- *Interpersonal:* They engage in short rehearsed/semi-scripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self and pastime preferences.
- *Presentational:* They use lists, chunks of language, and memorized phrases to introduce themselves, describe themselves or others, and talk about pastime preferences while using culturally appropriate gestures and intonations. They can describe and explain the significance of cultural celebrations in Hispanic cultures.

Students will understand that:

Students will understand that:

- Knowledge of who I am and what I like to do helps me get to know others
- Learning a new language can help to communicate more effectively in today's global society?
- Language skills are essential for effective communication
- We ask questions to get an answer or find out something. Questions promote learning.
- We enhance our communication when there is a language barrier by using gestures, body language and pictures to help convey our thoughts.
- Language acquisition is facilitated by a keen observation and understanding of grammatical patterns in addition to repeated exposure to the spoken language.
- We must consistently practice listening, speaking, reading and writing a foreign language to gain proficiency and, therefore, communicate more effectively.

Essential Questions:

- How do I share information about who I am to get to know others?
- How can I communicate more effectively in today's global society?
- How can we use effective language skills to communicate our ideas to others?
- Why are questions important?
- How do I communicate when there is a language barrier?
- What strategies and resources will help me learn another language?
- What language do I need for basic daily courtesies and interactions?

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Students will know:

- Physical characteristics
- Personality qualities
- Pastime activities
- Expressions of like and dislike
- Numbers 1-10
- Spanish alphabet
- Days of the week
- Greetings/introductions
- Ser with adjectives and de
- Basic weather expressions
- Respond to basic classroom instructions
- Spanish speaking countries and capitals
- Basic foods

Textbook Resources

- *Avancemos Level One:*
 - *Lección Preliminar (Hola)*
 - *Unit One (Estados Unidos- Un rato con los amigos)*

Cultural focus

Hispanic communities in the US including NY, Miami, San Antonio, and El Paso.

Cultural celebrations from around the Spanish speaking world.

Grammar Concepts

SWBAT ask and answer the following questions:

- ¿Cómo te llamas?
- ¿Qué día es hoy?
- ¿Cómo estás?
- ¿Cuál es tu número de teléfono?
- ¿Qué tiempo hace?
- ¿De dónde eres?
- ¿Cómo eres?
- ¿Qué te gusta hacer?

Topics

- *subject pronouns, ser, estar, tener (yo & tú) and prepositions.*
- *Subjects and verbs (Yo and tú)*
- *Definite and indefinite articles*
- *Verbs: gustar, ser, estar, tener*
- *Adjective agreement*

Students will be able to:

- Recognize descriptions of people and pastime preferences as found in culturally authentic oral and written texts.
- Ask memorized questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.
- Answer simple questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.
- Use correct sentence structure when making statements vs. asking questions.
- Describe self and others using oral or written text.
- Retell highlights from a culturally authentic children's text (oral or written) that includes physical characteristics, personality qualities, pastime activities, and likes and dislikes.
- Identify culturally specific pastime activities.
- Ask and respond to questions about physical characteristics to describe themselves.
- Express likes and dislikes
- Skim and scan target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify age, physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes.
- Ask and respond to memorized questions about physical characteristics, personality qualities, likes and dislikes, and pastime activities using digital tools and face-to-face communication.
- Use appropriate greetings and leave taking from the target culture in a variety of scenarios.
- Respond to classroom instruction
- Understand basic classroom instructions in target language
- Ask and answer questions in target language

Stage 2: Acceptable Evidence

Transfer Task

Sample Authentic Assessment:

- (Presentational) Create and present a collage describing yourself and activities you enjoy. Incorporate authentic visuals and vocabulary in the target language in PowerPoint, Google Slide, or Prezi, or other multi-media platform of your choice.
- (Interpersonal) Engage in a semi-scripted conversation with a classmate, teacher or other community member in the target language of Spanish in which the student exchanges information about their origin, name and age, emotional state, the date, weather, basic food, drink and activity preferences.
- (Interpretive) Describe and exchange demographic and cultural information about different Hispanic communities in the United States. Students will study different communities throughout the Spanish-speaking US and their different ethnicities, traditions, languages, food, music, art, etc.

Learning Goal SLO#1 I can ask and respond to a series of questions about basic personal information including greetings and farewells and weather conditions. (Yo and tú forms: Estoy and Estás with a variety of conditions)

- I can ask and answer simple questions (yes, no and memorized range of answers) about where I am from, how old I am, and how I am in the target language
- I can understand some basic information when someone describes themselves.

Learning Goal/SLO # 2 -I can give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to school practices.

- I can describe and identify classroom commands and instructions in the target language.
- I can respond appropriately to basic classroom commands in the target language.

Learning Goal SLO #3 I can ask and respond to a series of questions about physical and personality traits using the verb ser, and likes and dislikes using the verb gustar. (Yo and tú forms: Soy and eres with a variety of adjectives; Me gusta and Te gusta)

- I can ask and answer simple questions (yes, no and memorized range of answers) about personality and physical appearance in the target language
- I can understand when people describe their personality and physical appearance
- I can compare and contrast physical and personal traits using charts/diagrams

Learning Goal SLO #4 I can describe Hispanic communities in the US including NYC, Miami, San Antonio, El Paso and cultural celebrations from each.

- I can describe and identify the demographics and cultural traditions in different Hispanic communities in the US
- I can compare and contrast cultural traditions in different communities in the US to the home cultural traditions

Learning Goal SLO #5 I can describe and prepare popular dishes or popular customs and traditions in each of the Hispanic communities studied

- I can describe, identify and prepare dishes from different Hispanic communities in the US
- I can compare and contrast dishes from different Hispanic communities in the US

Stage 3: Activities

Interpretive:

Interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on first introductions, personal information, and pastime preferences.

- Read a dialogue and answer questions
- Engage in practice audio /video activities
- Complete a minimum number of assignments (based on point value) for vocabulary review each week.
- Participate in a field trip (in school and/or out of school) to experience authentic traditional food

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Interpersonal:

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 self and pastime preferences.

- Interact in paired dialogues A/B activities, interview, role-play, wikis, and blogs.
- Complete a minimum number of assignments (based on point value) for practice asking and answering questions, and reacting to answers with follow up questions.
- Communicate with teacher/classmates in the target language
- Respond to simple questions in the target language (Partnered speaking activities to be completed with students and teacher)

Presentational:

Use lists, chunks of language, and memorized phrases to introduce them, describe themselves or others, and talk about pastime preferences while using culturally appropriate gestures and intonations.

- Complete a minimum number of assignments (based on point value) that describe, compare or contrast cultural customs and/or historical sites.
- Write a biography about self.
- Present your biography using PowerPoint, Google Slides, Prezi, iMovie, etc...

Identify differences and similarities between Hispanic communities in the US with the home culture.

- Research a specific feature of a Hispanic community.
- Present your findings using PowerPoint, Google Slides, Prezi, iMovie, etc...

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

Reference Materials

Asi se dice! By Glencoe- McGraw Hill 1
 Asi se dice! Workbook by Glencoe McGraw Hill
 Duo Lingo software
 Teacher created materials

- Quizlet
<http://www.quizlet.com>
- Conjuguemos
<http://www.conjuguemos.com>
- Vocaroo
<http://vocaroo.com>
- University of Texas target language videos
<https://www.laits.utexas.edu/spe/beg01.html>
- Interactive textbook-linked activities
<https://www.classzone.com>
- Scholastic student magazines
[Log in](#)
- Vocabulary TicTacToe board
[Assignment list](#)

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none"> ● Constant communication between content area teachers and ESL specialists to address specific students' needs. ● Differentiated assignments to demonstrate mastery (instead of writing a 5 paragraph essay, students use pictures with captions to demonstrate understanding) ● Differentiated assessments (for example tests may include multiple choice rather than short written answers) ● Access to reading materials on their specific reading level. ● Native language materials provided for Spanish-speaking newcomers so they are able to access the curriculum.(for example, our Science, Math and Social Studies textbooks have Spanish versions) ● Use of digital apps/websites to provide support like Google Translate, Smmry, Lexia and Raz-Kids ELL Edition. (for example, a History teacher can use Smmry to simplify an article given to the whole class) ● Classroom teachers have been provided with the Individualized Learning Plan for ELLs document which provides suggestions on classroom modifications. ● This is a sampling of the ways in which Shepard educators work with our English Language Learning students to acquire content knowledge and academic success 	<ul style="list-style-type: none"> ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. ● Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail. ● Self-Assessment Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text. 	<ul style="list-style-type: none"> ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Journals: Students will generate their own topics. ● Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. ● Elevated vocabulary instruction. ● Elevated grammar instruction. ● Oral presentations on advanced/related topics. ● Analysis of scholarly articles.

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Unit 2: Mi vida escolar (My School Life)	Unit Duration: 8 - 10 weeks
Stage 1: Desired Results	

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Established Subject Area Goals (NJSLs):

- 7.1.NM.A.1 -Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes
- 7.1.NM.A.2- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.B.1 - Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes
- 7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5- Exchange information using words, phrases, and short sentences practiced in class on familiar
- 7.1.NM.C.1- Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience
- 7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Companion Standards (NJSLs):

- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- SOC.6.3.12 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- VPA.1.2.5.A.CS1 Art and culture reflect and affect each other.
- VPA.1.4.8 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Technology Integration (NJSLs 8):

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

21st Century Skills Integration (NJSLs 9)

- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS6 Model integrity, ethical leadership and effective management.
- CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer Goal:

Students will be able to independently use their learning to engage and exchange...

- Information exploring school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences) using the target language of Spanish.
- Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture.
- *Interpretive*: They interpret authentic written and video/audio texts such as blogs, school websites, advertisements for 'back to school' sales, stories, and short video clips that focus on school life in the target culture(s).
 - *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 school life.
 - *Presentational*: They use lists, chunks of language, and memorized phrases to compare school in the home and target culture(s).

Students will understand that:

Students will understand that:

Enduring Understandings

Students will understand that:

- School systems reflect their culture.
- While differences exist due to culture and geography, students around the world share many common interests and join in similar activities.
- Students around the world share similar schooling experiences although differences exist due to geography, resources, and culture

Essential Questions:

- How is school an important part of my life?
- How might the experience of going to school in another country be different from going to school in the US?
- What do students like to do and how does that compare with students from around the globe?
- How can students describe their school experience?
- How do schools compare from culture-to-culture?

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Students will know:

- School subjects
- Classroom objects and furniture
- School supplies
- Activities associated with school
- Cardinal numbers
- Question words (cuánto/a/os/as; qué, cuándo)
- Numbers for telling time
- Numbers 11-100
- Expressions associated with telling time (i.e. morning, afternoon, evening)
- Prepositions of location & prepositional phrases
- The structures necessary to:
 - Express time
 - Ask memorized questions related to school activities in the present time frame
 - Answer simple questions related to school activities in the present time frame
- Cultural products related to school
- Cultural practices related to school
- Use the present tense of the verb ser to describe people and things.
- Use number and gender agreement when describing people and things.
- Distinguish between addressing someone formally and informally.

The following items have already been assessed in Unit 1 and are being recycled in this unit:

- The structures necessary to:
 - Express likes or dislikes
 - Give and respond to commands (as memorized chunks)
 - Days of the week and numbers
 - Indicate location

Cultural focus

Educational system in different countries

College process (application, acceptance, cost) comparison with home culture's system.

Textbook Resources

- Avancemos Level One:
 - Unit 2 (Mexico- Vamos a la escuela)

Grammar Concepts

SWBAT ask and answer the following questions:

- ¿Qué hora es?
- ¿A qué hora es?
- ¿Cuándo tienes...?
- ¿Qué tienes?
- ¿Qué tienes que hacer?
- ¿Cuántos años tienes?
- ¿Contestas muchas preguntas?
- ¿Enseñas clases?
- ¿A qué hora llegas a la escuela?
- ¿Qué necesitas?
- ¿En qué clase sacas buenas/malas notas?
- ¿En qué clase tomas apuntes?
- ¿En qué clase usas la computadora?
- ¿Cómo estás?
- ¿Dónde estás?
- ¿Adónde vas?

Topics:

- *Interrogatives*
- *Hay*
- *Noun-adjective agreement*
- *Expressions of frequency*
- *Subject-verb agreement (Yo and tú forms)*
- *Verb "Ir", (Yo and tú forms)*
- *Telling time (Es la, Son las)*
- *Present of Tense of regular AR verbs, yo and tú forms*
- *Estar with conditions (yo and tú forms with a variety of adjectives)*
- *Tener que expressions (yo and tú forms with a variety of verbs)*
- *Prepositions of location*

Students will be able to:

- Recognize familiar school vocabulary as found in culturally authentic video clips from the target culture.
- Demonstrate understanding of commands related to school routine.
- Identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts.
- Ask memorized questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Answer simple questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Inquire about preferences related to school.
- Respond to questions about preferences related to school.
- Compare school life in the home and target culture(s).
- Indicate location using prepositional phrases.
- Describe their emotional state/condition using estar with adjectives.

Stage 2: Acceptable Evidence

Shepard Prep High School Spanish I

Transfer Task

Sample Authentic Assessment:

1. Create a back to school flyer with all the essential items/articles of clothing that students in high school need. Use advertisement flyers, media, etc. to create flyer. Present the completed project to class. (Presentational)
2. Make a video/audio entry describing your school/class schedule and obligations including what you have to do in each class.

Learning Goal/SLO # 1 – I can skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with school products and practices of the target culture(s).

- I can describe and identify the items needed in the classroom in the target language.
- I can compare and contrast the school system and requirements in the home and target culture.

Learning Goal/SLO #2 - I can identify and describe school supplies.

- I can identify supplies and objects needed in the classroom and to complete assignments.
- I can ask for things I need to complete my work.

Learning Goal/SLO # 3 -I can ask and answer questions about one's class schedule.

- I can describe and identify my class schedule and requirements.
- I can compare and contrast cultural practices associated with the school system. (Compare elementary, middle and high school practices, structure, etc)

Learning Goal/SLO # 3 - I can present and compare cultural practices related to school leading up to college entrance as found in age- and level-appropriate, culturally authentic materials.

- I can describe and identify the process for education leading up to college entrance in the home and target culture
- I can compare and contrast the process for education leading up to college entrance in the home and target culture

Stage 3: Activities

Interpretive:

Interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on first introductions, personal information, and pastime preferences.

- Read a dialogue and answer questions
- Engage and practice audio /video activities
- Develop vocabulary list to write a poem/story to describe self or others
- Complete a minimum number of assignments (based on point value) for vocabulary review each week.
- Participate in a field trip (in school and/or out of school) to experience authentic traditional food

Interpersonal:

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 self and pastime preferences.

- Interact in paired dialogues A/B activities, interview, role-play, wikis, and blogs.
- Communicate with teacher/classmates in the target language
- Respond to simple questions in the target language
- Complete a minimum number of assignments (based on point value) for practice asking and answering questions, and reacting to answers with follow up questions.

Presentational:

Use lists, chunks of language, and memorized phrases to introduce them, describe themselves or others, and talk about pastime preferences while using culturally appropriate gestures and intonations.

- Write a biography about self or others' school career.
- Present your biography using PowerPoint, Google Slides, Prezi, etc...
- Complete a minimum number of assignments (based on point value) that describe, compare or contrast cultural customs and/or historical sites.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

Reference Materials

Asi se dice! By Glencoe- McGraw Hill 1
Asi se dice! Workbook by Glencoe McGraw Hill
Duo Lingo software
Teacher created materials

- Quizlet
<http://www.quizlet.com>
- Conjuguemos
<http://www.conjuguemos.com>
- Vocaroo
<http://vocaroo.com>
- University of Texas target language videos
<https://www.laits.utexas.edu/spe/beg01.html>
- Interactive textbook-linked activities
<https://www.classzone.com>
- Scholastic student magazines
[Log in](#)
- Vocabulary TicTacToe board
[Assignment list](#)

Shepard Prep High School Spanish I

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<p>Constant communication between content area teachers and ESL specialists to address specific students' needs.</p> <p>Differentiated assignments to demonstrate mastery (instead of writing a 5 paragraph essay, students use pictures with captions to demonstrate understanding)</p> <p>Differentiated assessments (for example tests may include multiple choice rather than short written answers)</p> <p>Access to reading materials on their specific reading level.</p> <p>Native language materials provided for Spanish-speaking newcomers so they are able to access the curriculum.(for example, our Science, Math and Social Studies textbooks have Spanish versions)</p> <p>Use of digital apps/websites to provide support like Google Translate, Smmry, Lexia and Raz-Kids ELL Edition. (for example, a History teacher can use Smmry to simplify an article given to the whole class)</p> <p>Classroom teachers have been provided with the Individualized Learning Plan for ELLs document which provides suggestions on classroom modifications.</p> <p>This is a sampling of the ways in which Shepard educators work with our English Language Learning students to acquire content knowledge and academic success</p>	<p>Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.</p> <p>Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.</p> <p>Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.</p> <p>Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.</p> <p>Self-Assessment Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.</p>	<p>Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.</p> <p>Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.</p> <p>Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.</p> <p>Journals: Students will generate their own topics.</p> <p>Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.</p> <p>Elevated vocabulary instruction.</p> <p>Elevated grammar instruction.</p> <p>Oral presentations on advanced/related topics.</p> <p>Analysis of scholarly articles.</p>

Shepard Prep High School Spanish I

Unit 3: Las comidas y las bebidas (Food and Drinks)

Unit Duration: 8-10 weeks

Stage 1: Desired Results

Shepard Prep High School Spanish I

Established Subject Area Goals (NJSLs):

- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar
- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing

Interdisciplinary Companion Standards (NJSLs):

- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- SOC.6.3.12 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- VPA.1.2.5.A.CS1 Art and culture reflect and affect each other.
- VPA.1.4.8 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Technology Integration (NJSLs 8):

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

21st Century Skills Integration (NJSLs 9)

- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS6 Model integrity, ethical leadership and effective management.
- CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer Goal:

Students will be able to independently use their learning to engage and exchange...

- information to explore cultural products and practices related to food in the United States and Spanish speaking cultures using the target language of Spanish

Students use the target language in the three modes of communication to explore cultural products and practices related to food in the home and target cultures. They compare shopping with focus upon eating habits of teenagers in the home and target cultures.

- *Interpretive:*
- They interpret age- and level-appropriate authentic written and video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.
- *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 and express preferences related to food preferences, products and practices.
- *Presentational:*
- They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.

Students will understand that:

Students will understand that:

- Knowledge of culture drives meaningful communication
- The perspectives and practices of a people define their culture.
- Culture and language evolve. They are bound by people, time and place.
- The definition of family and home differs from culture to culture.
- The family is integral part of society that reflects cultural norms.
- Families often share similar characteristics and spend quality time together.
- It is important to be aware of the physical structure of homes in Spanish speaking countries and how it is affected by cultural and geographic elements.

Essential Questions:

- How does culture influence communication?
- What is culture? What is the connection between a people's perspective, practices, and their language?
- How do people, time and place affect language and culture?
- Why is family important?
- How are families in the United States similar or different from families in Spanish-speaking countries?
- What are the roles and responsibilities of family members in the maintenance of the home?
- How does the structure of homes in the United States compare to those in Spanish-speaking countries?

Shepard Prep High School Spanish I

Students will know:

- Names of common vegetables, fruits, grains, proteins, and dairy items
- Colors
- Names of common 'empty calorie' foods
- Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup, and slice)
- Vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth)
- Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)
- Adjectives to describe size and shape of food
- Culturally authentic gestures and practices associated with eating
- Modes of transportation and locations around town
- The structures necessary to:
 - Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have?)
 - Extend, accept, and refuse an invitation
- Memorized questions related to ordering and paying for a meal
- Currency from target culture and conversion to American equivalent

The following items have already been assessed in previous units and are being recycled in this unit:

 - The structures needed to:
 - State a preference
 - Express likes and dislikes
 - Describe feelings with tener
 - Indicate location
 - Express time
 - Ask a question

Grammar Concepts

SWBAT answer the following questions:

- ¿Qué te gusta?
- ¿Te gusta?
- ¿Vas a pedir?
- ¿Vas a comer?
- ¿Tienes ganas de...?
- ¿Tienes hambre?
- ¿Tienes sed?
- ¿Qué pides?
- ¿Qué sirves?
- ¿Qué almuerzas?
- ¿Puedes comer...?
- ¿Cómo vas a _____?

Topics

- Use the verbs *preferir, gustar, querer, pedir, traer, necesitar* (yo and tú forms)
- Interrogative words
- Useful expressions – *tengo hambre, tengo sed* (yo and tú forms)
- Use ER/IR verbs in the present tense and interrogative form (yo and tú forms)
- Ir + a + infinitive (simple future) (Yo voy a... Tú vas a...)
- Use *gustar* with nouns (Me gusta, te gusta with a variety of nouns)

Cultural focus

- Food and drink in Puerto Rico and Spain
- Cultural celebrations and customs in Puerto Rico and Spain
- Textbook Resources
- Avancemos Level One:
 - Unit Three (Puerto Rico -Comer en familia)
 - Lesson one only- Mi comida favorita
 - Unit Four (España- en el centro)
 - Lesson two only- Qué hacemos esta noche?

Students will be able to:

- Identify main idea of an authentic text dealing with food products and practices.
- Demonstrate comprehension of a series of oral and written directions as related to food products and practices.
- Recognize and use common gestures and cultural practices associated with food.
- Ask memorized questions related to food preferences, products, and practices.
- Answer simple questions related to food preferences, products, and practices.
- Engage in an unrehearsed conversation to order a meal.
- Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.

Stage 2: Acceptable Evidence

Transfer Task

Sample Authentic Assessment: (Presentational)

- Create a menu from a Spanish-speaking country; include the recipe with list of ingredients. Make presentation to class

Learning Goal/SLO # 1 –I can identify words and phrases associated with food and recreational preferences, products and practices of the target culture(s).

- I can describe and identify different foods and cultural practices.
- I can compare and contrast different foods and cultural practices in the home and target cultures.

Learning Goal/SLO # 2 -I can recognize different recreational activities in the home and target cultures.

- I can describe and identify different recreational activities and the locations where they are done.
- I can compare and contrast different activities in the home and target cultures.

Learning Goal/SLO # 3 -I can use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu.

- I can describe and identify dishes on a menu.
- I can order food in the target language.

Learning Goal/SLO # 4 -I can present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials.

- I can describe and identify dishes from different Spanish speaking countries.
- I can compare and contrast dishes from the home and target culture.

Learning Goal SLO #5I can describe and prepare popular dishes in Spain and Puerto Rico

- I can describe, identify and prepare dishes from Spain and Puerto Rico
- I can compare and contrast dishes from Spain and Puerto Rico

Stage 3: Activities

Shepard Prep High School Spanish I

Interpretive:

- They interpret age- and level-appropriate authentic written and video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.
- Read a Menu and order food and drinks from the menu (skit).
- Read short paragraphs describing/expressing likes and dislikes and answer questions. Write an entry via social network to express food preferences or describing a restaurant visit (follow teacher guidelines).

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 and express preferences related to food preferences, products and practices.
- Ask each other questions about preferences about food and drinks and request missing items from the waiter (A/B dialogues)
- Communicate with teacher and classmates in the target language to inquire about food, preferences, and prices.
- Complete a minimum number of assignments (based on point value) for practice asking and answering questions, and reacting to answers with follow up questions.

Presentational:

- They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.
- Create a menu from a Spanish-speaking country; include the recipe with list of ingredients.
- Practice ordering food and drinks in a restaurant and create a menu.
- Complete a minimum number of assignments (based on point value) that describe, compare or contrast cultural customs and/or historical sites.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

Reference Materials

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- Vocaroo
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- University of Texas target language videos
<https://www.laits.utexas.edu/spe/beg01.html>
- Interactive textbook-linked activities
<https://www.classzone.com>
- Scholastic student magazines
[Log in](#)
- Vocabulary TicTacToe board
[Assignment list](#)

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<p>Constant communication between content area teachers and ESL specialists to address specific students' needs.</p> <p>Differentiated assignments to demonstrate mastery (instead of writing a 5 paragraph essay, students use pictures with captions to demonstrate understanding)</p> <p>Differentiated assessments (for example tests may include multiple choice rather than short written answers)</p> <p>Access to reading materials on their specific reading level.</p> <p>Native language materials provided for Spanish-speaking newcomers so they are able to access the curriculum.(for example, our Science, Math and Social Studies textbooks have Spanish versions)</p> <p>Use of digital apps/websites to provide support like Google Translate, Smmry, Lexia and Raz-Kids ELL Edition. (for example, a History teacher can use Smmry to simplify an article given to the whole class)</p> <p>Classroom teachers have been provided with the Individualized Learning Plan for ELLs document which provides suggestions on classroom modifications.</p> <p>This is a sampling of the ways in which Shepard educators work with our English Language Learning students to acquire content knowledge and academic success</p>	<p>Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.</p> <p>Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.</p> <p>Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.</p> <p>Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.</p> <p>Self-Assessment Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.</p>	<p>Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.</p> <p>Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.</p> <p>Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.</p> <p>Journals: Students will generate their own topics.</p> <p>Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.</p> <p>Elevated vocabulary instruction.</p> <p>Elevated grammar instruction.</p> <p>Oral presentations on advanced/related topics.</p> <p>Analysis of scholarly articles.</p>

Shepard Prep High School Spanish I

Unit 4: Mi familia y mi casa (My Family and My Home)

Unit Duration: 8 - 10 weeks

Stage 1: Desired Results

Shepard Prep High School Spanish I

Established Subject Area Goals (NJSLs):

- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar
- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing

Interdisciplinary Companion Standards (NJSLs):

- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- SOC.6.3.12 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- VPA.1.2.5.A.CS1 Art and culture reflect and affect each other.
- VPA.1.4.8 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Technology Integration (NJSLs 8):

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

21st Century Skills Integration (NJSLs 9)

- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS6 Model integrity, ethical leadership and effective management.
- CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer Goal:

Students will be able to independently use their learning to engage and exchange...

- information exploring family and home life in the United States and Spanish speaking cultures using the target language of Spanish

Students use the target language in the three modes of communication to explore how homes in the home and target culture are similar and different. They compare the distribution of household chores in the home culture with that of the target culture(s).

- 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 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 and target cultures.

Students will understand that:

- Knowledge of culture drives meaningful communication
- The perspectives and practices of a people define their culture.
- Culture and language evolve. They are bound by people, time and place.
- The definition of family and home differs from culture to culture.
- The family is integral part of society that reflects cultural norms.
- Families often share similar characteristics and spend quality time together.
- It is important to be aware of the physical structure of homes in Spanish speaking countries and how it is affected by cultural and geographic elements

Essential Questions:

- How does culture influence communication?
- What is culture? What is the connection between a people's perspective, practices, and their language?
- How do people, time and place affect language and culture?
- Why is family important?
- How are families in the United States similar or different from families in Spanish-speaking countries?
- What are the roles and responsibilities of family members in the maintenance of the home?
- How does the structure of homes in the United States compare to those in Spanish-speaking countries?

Shepard Prep High School Spanish I

Students will know:

- Family members
- Personal and physical traits
- Months
- Numbers 200-1,000,000
- Ordinal numbers
- Types of furniture found in the home
- Names of rooms in the home
- Common household items used in each room
- Common household chores
- Characteristics of a home
- The differences between familial living arrangements in home vs. target culture. (Immediate family vs. extended family)
- The structures necessary to:
 - Describe homes
 - Describe the contents of homes
- Memorized and frequently practiced questions related to:
 - Rooms in the home
 - Location of items in the home
 - Family responsibilities and chores

The following items have already been assessed in previous units and are being recycled in this unit:

- The structures necessary to:
 - State a preference or an opinion
 - Express like and dislike

Grammar Concepts

SWBAT ask and answer the following questions:

- ¿Cuántos años tienes?
- ¿Cuál es la fecha?
- ¿Cuál es la fecha de tu nacimiento?
- ¿Cuándo es tu cumpleaños?
- ¿Cuántos _____ tienes? (hermanos, hijos, etc)
- ¿Quién es más alto/varied adjectives?
- ¿Quién es menos alto/varied adjectives?
- ¿Quién es tan alto/varied adjectives?
- ¿Quién es mayor/varied adjectives?
- ¿Quién es menor/varied adjectives?

Topics:

- Possessive adjectives
- Present Tense Regular AR, ER, IR (Yo and tú forms)

Comparisons

Textbook Resources

- Avancemos Level One:
 - Unit 3 (Puerto Rico- Comer en familia)
 - Lesson two only- En mi familia)
 - Unit 5 (Ecuador - Bienvenido a nuestra casa)
 - Lesson one only- Vivimos aquí

Students will be able to:

- Identify and describe family members
- Identify household chores found in authentic materials from an electronic information source and other sources.
- Identify furniture and items in the home as found in videos of home tours from authentic electronic sources, advertisements for homes on the market, and/or written articles on homes and chores.
- Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores) using digital tools.
- Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores) using digital tools.
- Use memorized language to express preferences related to the division of household chores.
- Compare homes in the target and home cultures. Compare common household chores in the home culture with common chores in the target culture.
- Create a tour of a home from the target culture. Create multimedia rich visual representation of one's home or a home representative of the home culture.
- Retell highlights from an authentic video or simple written text that includes description of the home and its contents.
- Identify culturally specific household items and chores.
- Make comparisons using the correct structures.

Stage 2: Acceptable Evidence

Transfer Task

Sample Performance Assessment Task: Teachers can assign either task to students.

1. Create and present a powerpoint about a famous family (members, physical descriptions, personal traits, age, choose a member most likely to represent you)
2. Design and exhibit your family tree. Use multi-media to make presentation.

Learning Goal/SLO # 1– I can identify and describe family members.

- I can describe and identify family members and structure
- I can compare and contrast family structure and cultural practices in the home and target cultures

Learning Goal/SLO # 2 - I can identify and describe types of furniture found in the home, the names of rooms in a home, common household items, and household chores, cultural products and practices related to home and family life.

- I can describe and identify parts of the home and items found in each.
- I can compare and contrast homes in the home and target cultures.

Learning Goal/SLO # 3 -I can ask and respond to memorized questions about family members, the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language.

- I can describe and identify different parts of home life and family members.
- I can compare and contrast home life and family traditions and customs in the home and target cultures.

Learning Goal/SLO # 4 -I can create a multimedia rich presentation to compare family, homes and household chores in the home and target cultures.

- I can describe and identify components of family life in the home and target cultures. (Students choose topics of research individually)
- I can compare and contrast family life in the home and target cultures.

Stage 3: Activities

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.

- Read Real Estate listings and complete an interpretive task
- Read an article about a famous/Royal family or family member and answer questions
- Watch virtual tours of 2 homes/ 2 hotels in Spanish-speaking countries and complete a Venn Diagram comparing both sites (prices, locations, furniture, physical structure, capacity)

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.

- Role-play the search for a vacation home in a Spanish-speaking country
- Interview a classmate about family members

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- Respond to questions about home and family
 - Complete a minimum number of assignments (based on point value) for practice asking and answering questions, and reacting to answers with follow up questions.
- 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 and target cultures.
- Create and present a PowerPoint about a famous family (members, physical descriptions, personal traits, age, choose a member most likely to represent you)
 - Design and exhibit a family tree project
 - Design and exhibit a home design project
- Differentiation Strategies:**
Tiered Activities (leveled reading)
Flexible grouping based on ability/interest level
Interest-based options (product/process choice)
Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
Technology integration

Reference Materials

Asi se dice! By Glencoe- McGraw Hill 1
Asi se dice! Workbook by Glencoe McGraw Hill
Duo Lingo software
Teacher created materials

- Quizlet
<http://www.quizlet.com>
- Conjuguemos
<http://www.conjuguemos.com>
- Vocaroo
<http://vocaroo.com>
- University of Texas target language videos
<https://www.laits.utexas.edu/spe/beg01.html>
- Interactive textbook-linked activities
<https://www.classzone.com>
- Scholastic student magazines
[Log in](#)
- Vocabulary TicTacToe board
[Assignment list](#)

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<p>Constant communication between content area teachers and ESL specialists to address specific students' needs.</p> <p>Differentiated assignments to demonstrate mastery (instead of writing a 5 paragraph essay, students use pictures with captions to demonstrate understanding)</p> <p>Differentiated assessments (for example tests may include multiple choice rather than short written answers)</p> <p>Access to reading materials on their specific reading level.</p> <p>Native language materials provided for Spanish-speaking newcomers so they are able to access the curriculum.(for example, our Science, Math and Social Studies textbooks have Spanish versions)</p> <p>Use of digital apps/websites to provide support like Google Translate, Smmry, Lexia and Raz-Kids ELL Edition. (for example, a History teacher can use Smmry to simplify an article given to the whole class)</p> <p>Classroom teachers have been provided with the Individualized Learning Plan for ELLs document which provides suggestions on classroom modifications.</p> <p>This is a sampling of the ways in which Shepard educators work with our English Language Learning students to acquire content knowledge and academic success</p>	<p>Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.</p> <p>Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.</p> <p>Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.</p> <p>Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.</p> <p>Self-Assessment Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.</p>	<p>Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.</p> <p>Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.</p> <p>Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.</p> <p>Journals: Students will generate their own topics.</p> <p>Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.</p> <p>Elevated vocabulary instruction.</p> <p>Elevated grammar instruction.</p> <p>Oral presentations on advanced/related topics.</p> <p>Analysis of scholarly articles.</p>