

Camden City School District
World Language Curriculum Framework
 ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Preliminary/ Preliminar		9 th -12 th Grade	Spanish I
Theme: Introduction		Time Frame: 4-6 weeks	
Content Area: Spanish integrated with Global Studies			
Essential Questions: <ul style="list-style-type: none"> • Are you able to introduce self and others using culturally appropriate greetings? • Can you tell the difference in writing the date in Spanish Vs. English? • Are you able to exchange information about self on familiar topics such as your email address? 		Enduring Understanding: <ul style="list-style-type: none"> • Global citizenship requires an ability to communicate in more than one language. • Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture. • Learning other languages enables an individual to participate in multilingual communities. 	
<i>New Jersey Student Learning Standards</i>			
<u>New Jersey Student Learning Standards: World Language</u> 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.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.2 : Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.B.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.		<u>Standards for Learning Spanish</u> Communication: 1.1. Interpersonal mode. 1.2. Interpretive mode. 1.3. Presentational mode. Culture: 2.1. Practices and perspectives. 2.2. Products and perspectives. Connections: 3.1. Interdisciplinary connections. 3.2. Viewpoints through language/ culture. Comparisons: 4.1. Compare languages. 4.2. Compare cultures. Communities: 5.1. Spanish beyond the school setting. 5.2. Spanish for lifelong learning.	

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<p>7.1.NM.B.5 : Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>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.</p> <p>7.1.NM.C.2 : Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 : Copy/write words, phrases, or simple guided texts on familiar topics</p> <p>7.1.NM.C.4 : Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 : Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><u>Learning Targets:</u> <u>Interpersonal Mode of Communication</u></p> <p><i>Speaking:</i></p> <ul style="list-style-type: none"> • Ask questions of classmates and answer their questions (Español Santillana, p. 10,16,21,29) • Play oral word games (Refer to : The GO TO Strategies Matrix- Interactive Strategies -2. Four Corners) (Merchant & Young, 2000); (Español Santillana, p. 2,13) • Introduce yourself to a classmate (Español Santillana, p. 5) • Use appropriate greetings at a given time of day (Español Santillana, p. 6,8) • Give commands or instructions (Español Santillana, p. 15) • Talk to a partner about the weather (Español Santillana, p. 29) <p><i>Listening:</i></p> <ul style="list-style-type: none"> • Obtain information from an oral exchange (Español Santillana, p. 21); (The GO TO Strategies Matrix-8. Line Up (Kagan, 1994) <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Writes appropriate content information (The GO TO Strategies Matrix- 4. Give One - Get One) 	<p><u>Formative Assessments:</u> Interpersonal Task <i>“Four Corners”</i></p> <p><u>Purpose:</u> To encourage students to support their positions through oral language.</p> <p><u>Description:</u> Place four signs on walls of each of the four corners of the room. Label the signs with choices or categories that form possible responses to a single question or prompt. Direct students to read the signs, listen to a corresponding question or prompt, and then move to one of the four choices in the room. Encourage students to talk in their four small groups explaining their reasons for making the choice of that corner.</p> <p><u>Assessment Tool:</u> Teacher Checklist or Rubric</p> <p><u>Student Configuration:</u> Whole class interaction, interactive small groups</p> <p><i>“Line Up”</i></p> <p><u>Purpose:</u> To encourage students to state what they know about a topic orally</p> <p><u>Description:</u> Direct students to form two straight lines parallel to each other. Each student in line #1 faces a partner in line #2. Ask a recall or thinking question. Provide time for students to state their answers to a learning partner. Signal time and directs one student in line #1 to move to</p>

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- Write a dialogue, a class schedule (Español Santillana, p. 7,27)
- Make a list (Español Santillana, p.11, Estrategias aprendizaje 1)
- Make a class birthday calendar (Español Santillana, p. 21)

the end of that line while all the other line #1 students move up one place in line facing a new partner. Ask additional questions as students move down the line.

Assessment Tool: Teacher Checklist or Rubric
Student Configuration: Whole class interaction

“Give One-Get One”

Purpose: To require students to ask and answer questions regarding a content topic

Description: Prepare a handout with four quadrants. Indicate the kind of information the students will share or collect. Ask student to complete quadrant 1 by writing what they know about the topic or providing an example of the topic (an option for lower proficiency levels). Ask students to walk around the room or work in small groups, sharing the information they have compiled and collecting more information to complete quadrants 2, 3 and 4.

Assessment Tool: Graphic Organizer

Student Configuration: Whole-class instruction, interactive whole class or small groups

Interpretive Task

“Inside-Outside Circles”

Purpose: To require students to orally quiz each other regarding a content topic

Description: Directs students to form two circles – one inside with students facing out and the other outside with students facing in. Each student faces a partner. Provides each student with a note card specifying a problem or content question on one side and the answer on the other. The cards and questions are different for each student. Directs student in the outside circle to begin asking the question on the card and listen to the answer. Students should confirm or supply the correct answer. Directs students on the inside circle to ask their questions in turn. Signals time and directs students to exchange cards while students in the outside circle move one place to the right facing a new learning partner.

Interpretive Mode of Communication:

Listening:

- Recognize sounds (Español Santillana, p. 1); create a bingo game.
- Identify written words based on their pronunciation (Español Santillana, p. 2); (The GO TO Strategies Matrix- **7. Inside - Outside Circle** (Kagan, 1994)
- Understand oral instructions (Español Santillana, p. 14)
- Obtain information from a conversation (Español Santillana, p. 25)

Reading:

- Interpret artwork, diagrams, and or graphic organizers (Español Santillana, p. 23); (The GO TO Strategies Matrix- **3. Gallery Walk / Brainstorm Carousel**)

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- Understand the general meanings of a text (Español Santillana, p. 5,26)
- Understand written expressions (Español Santillana, p. 14,15)
- Infer the significance of unknown vocabulary (Español Santillana, p. Estrategia aprendizaje 2)

Presentational Mode of Communication

Speaking:

- Explain current weather conditions (Español Santillana, p. 28)
- Give commands or instructions to be carried out by an audience (Español Santillana, p. 15)

Writing:

- Write and present a skit (Español Santillana, p. 7); (The GO TO Strategies Matrix- **17. Think-Write-Pair-Share**)

Assessment Tool: Teacher Checklist or Rubric
Student Configuration: Whole class interaction

Presentational Task:

“Gallery Walk/ Brainstorm Carousel”

Purpose: To encourage oral language interaction among students regarding a content topic.

Description: Places students into small groups. Distributes a handout with space for writing three or four pieces of information. Models the activity by sharing four pieces of personal information. Three items are truthful but one is not true. Asks students to put their heads together to determine which of the statements is not true. Asks for a show of hands from the class to indicate a vote for the untrue statement. Tells students which statement is not true. Directs each student to write three or four truthful statements and one untrue statement about themselves. Signals time and directs students to take turns reading their statements and voting on each one.

Assessment Tool: Teacher Checklist/ Observation
Student Configuration: Whole class interaction

“Think- Write Pair-Share”

Purpose: To provide oral language processing time for content learning.
Description: Proceeds as in Think-Pair-Share. After student PAIRS share their responses, asks each pair to meet with another pair and individually SHARE responses again.

Assessment Tool: Teacher Checklist/ Observation
Student Configuration: Whole class interaction

Culture:

- Practices and perspectives:
 - ❖ Create the Spanish calendar.

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- ✚ Products and perspectives
 - ❖ Identify holidays in the Spanish calendar.
- Connections:**
- ✚ Interdisciplinary connections:
 - ❖ Using toilet paper roll, each student will take enough toilet paper for bathroom visit, according to the number of paper sheets, students will write a target word for each sheet and create a vocabulary list.
 - ✚ Viewpoints through language/culture:
 - ❖ Greet each other in the target language.
- Comparisons:**
- ✚ Compare languages:
 - ❖ Use a Venn diagram organizer to compare calendars in Spanish and English.
- Compare cultures:**
- ✚ Compare class schedule; United States- Hispanic country of your choice.
- Communities:**
- ✚ Spanish beyond the school setting:
 - ❖ Write one's class schedule.
 - ✚ Spanish for lifelong learning:
 - ❖ Make a mini-poster.

Differentiated Instruction:

Developing Learners:

- Model the sounds and have students repeat after you.
- Explain that there is no schwa (*uh*) sound in the Spanish. For example: papa can be pronounced /*pa-puh*/ in English, but will always be /*pa-pa*/ in Spanish. Except for the *u* in *gue*, *gui*, *que*, and *qui*, there are no silent vowels in Spanish. For example, suave would be pronounced /*swav*/ in English and /*sua-ve*/ in Spanish.
- Have students practice: *i*: Pili iba con Isa a la iglesia. *e*: Pepe era el elefante.

Expanding Learners:

- Have students work in small groups to list a word for every letter in the alphabet. The words can be names, locations, foods and so forth, in Spanish. For example: A- Ana, B-Boca, C-Colorado, D-David,..
- Ask each group to report back to the class by sending a representative to write the sample word on the board next to each letter (A- Ana, Argentina...). Have the representatives underline the exemplified letters.

Special-Needs Learners:

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- There may be new sounds that students find especially difficult to pronounce or spell. For example, students who have difficulty pronouncing English r sounds may be relieved to be rid of that sound in Spanish. However, pronouncing new sounds can produce anxiety. Have students work in small, supportive groups.
- Encourage and model sympathetic listening, especially for words that are difficult to say. Point out some words that you find difficult, and have students share their experiences feeling nervous using new sounds.

Summative Assessment:

Preliminary Unit Assessment (Assessment Book p. 5-8)

Resources: Español Santillana; The GO TO Strategies Matrix

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Unit#1	9th-12th Grade	Spanish I
Theme: Mexico		Time Frame: 4-6 weeks
Content Area: Spanish integrated with Global Studies		
Essential Questions: <ul style="list-style-type: none"> • Are you able to introduce oneself or others formally and informally? • Are you able to identify oneself and others? • Are you able to describe people’s physical and personality characteristics? • Are you able to describe family members? • Are you able to express one’s age and ask for the age of others? • Are you able to formulate questions? • Are you able to ask and tell one’s origin? • Are you able to explore cultural aspects of México? 		Enduring Understanding: <ul style="list-style-type: none"> • Global citizenship requires an ability to communicate in more than one language. • Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture. • Learning other languages enables an individual to participate in multilingual communities.
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<p><u>Learning Targets:</u></p> <p><u>Interpersonal Mode of Communication</u></p> <p><i>Speaking:</i></p> <ul style="list-style-type: none"> • Introduce group members (Español Santillana, p. 33-45) • Describe people (Español Santillana, p. 46-52); (The GO TO Strategies Matrix-2. Team Names) • Interview a classmate (Español Santillana, p. 62) • Ask and answer about family relationships (Español Santillana p. 13,49,50,60,73) • Ask and answer about feelings (Español Santillana, p. 66,67,68,69,70,71) • Interpret artwork (Español Santillana, p. 76,77,78,79) <p><i>Listening:</i></p> <ul style="list-style-type: none"> • Understand questions and respond appropriately (Español Santillana, p. 3, 50, 51,70,72,73); (The GO TO Strategies Matrix- 1. Marvelous Modifiers) (Smallwood, 2011) • Understand simple description of people (Español Santillana, p. 13,25,27,33,39,44,49,50,73,99) 	<p><u>Formative Assessments:</u></p> <p>Interpersonal Task</p> <p><i>“Team Names”</i></p> <p><u>Purpose:</u> To develop community among a group of students.</p> <p><u>Description:</u> Places students in small (semi-permanent) groups. Gives each group a piece of cardstock and magic markers. Directs students to brainstorm a name for the group. Indicates that the name should reflect the interests of the people in the group.</p> <p><u>Assessment Tool:</u> Teacher Checklist or Rubric</p> <p><u>Student Configuration:</u> Whole class interaction, interactive small groups</p> <p><i>**Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.</i></p>

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Writing:

- Write a blog, e-mail, or letter to introduce yourself (Español Santillana, p. 51-51); (The GO TO Strategies Matrix- **13.Snowball**)
- Write a conversation (Español Santillana, p. 26,50,51,76,77,96,99,101)
- Grammar -Subject pronouns and verb ser (Español Santillana, p.40-43)

Reading:

- Understand simple texts that describe people (Español Santillana, p. 49,57,74,97)

Interpretive Mode of Communication:

Listening:

- Understand other people’s personal information. (Español Santillana, p. 7,11,18,22,25,29,37,47,54,84,92)
- Obtain information from a conversation. (Español Santillana, p. 74,98)
- Understand expressions related to emotions. (Español Santillana p. 68,69)
- Interpret audio and video about culture. (Español Santillana, p. *Tu desafío, videos*)

Reading:

- Obtain personal information from a text. (Español Santillana, p. 74,)
- Understand brief written exchanges. (Español Santillana, p. 85)
- Obtain literal information from a narrative or informational text.(Español Santillana p. 1,103, 106)
- Use the context in order to complete a text. Español Santillana, p. 19,21,34,88,90)
- Infer meanings based on a text. (Español Santillana, p. 74,75,105)
- Understand cultural texts using cognates as a reading strategy. (Español Santillana, p. Lectura)

Interpretive Task:

“Marvelous Modifiers”

Purpose: To use positive adjectives describing another student.

Description: Places students into small groups. Models the use of adjectives to describe an individual. The adjective and the person’s name begin with the same letter of the alphabet. Cautions students to use positive modifiers – ones that are “marvelous”. Directs students to create Marvelous Modifiers for each person in the group. Shares the information with the whole class.

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Whole class interaction/ Interactive small groups.

*****Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.***

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- Read and interpret art. (Español Santillana, p. 46,47,49,53)

Presentational Mode of Communication

Speaking:

- Describe your or a classmate’s family tree. (Español Santillana, p. 49,50,51,60)
- Act out a short skit aloud. (Español Santillana, p. 31,51,77,96,101)
- Present biographical and interpretive information about an artist and artwork.(Español Santillana, p. 33,47,84 *Proyecto*)

Writing:

- Write and present descriptions about oneself and others.(Español Santillana, p. 38,39,48,76)
- Summarize a classmate’s answers. (Español Santillana, p. 73,75,85)
- Prepare a poster about a cultural element. (Español Santillana, p. 14, *Proyecto*)
- Grammar -Los adjetivos (Español Santillana p.50)

Presentational Task:

“Snowball”

Purpose: To promote recall of content learning through interactive writing.

Description: Provides each student with a piece of paper. Directs students to respond in writing to a content related question or problem. Directs students to crumple the paper into a small ball. Directs students to toss the ball into the air toward the opposite side of the room. Asks each student to retrieve one of the “snowballs” from the floor and read the response on the crumpled paper.

Assessment Tool: Graphic Organizer

Student Configuration: Whole-class instruction, interactive whole class or small groups

*****Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.***

Culture:

- ✚ Practices and perspectives:
- ✚ Recognize and distinguish the different forms of saying hello and goodbye, and courtesies in Hispanic culture (usted y tu)
- ✚ Products and perspectives:
 - ❖ Create a mini-report- students will be able to choice cultural aspects (food, art, music, etc.)

Connections:

- ✚ Interdisciplinary connections:
 - ❖ Ask students to use what they already know about Mexico to list: a Mexican city in the United States-Mexico border, the capital city of Mexico, an indigenous group, and a pre-Hispanic civilization. Students will verify their answers in the course of the Mapa cultural presentation.
- ✚ Viewpoints through language/culture:
 - ❖ Students will answer the following questions: Who is Frida Kahlo? Why is she important in Mexico?

Comparisons:

- ✚ Compare languages:

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	<ul style="list-style-type: none"> ❖ Compare Diego Rivera and Frida Kahlo’s artwork (similarities and differences). Partner activity. ✚ Compare cultures: <ul style="list-style-type: none"> ❖ What is the differences between a quinceanera and the sweet sixteen? Communities: <ul style="list-style-type: none"> ✚ Spanish beyond the school setting: <ul style="list-style-type: none"> ❖ Identify hispanic stores around your communities. ✚ Spanish for lifelong learning: <ul style="list-style-type: none"> ❖ Watch and discuss the Mexican soccer game.
<u>Differentiated Instruction:</u>	
<i>Developing Learners:</i>	
<ul style="list-style-type: none"> • In groups of four, have students pretend they are a family like the Perez Family. • Each group member will take turns introducing his or her “family” 	
<i>Expanding Learners:</i>	
<ul style="list-style-type: none"> • Review Buenos dias/ Buenas tardes/ Buenas noches, and the less formal expression ¿Què tal? Classify appropriate contexts. • In order to practice greetings and time of day, write different times of day on the board and ask students to practice greetings in pairs. 	
<i>Special-Needs Learners:</i>	
<ul style="list-style-type: none"> • In order to help clarify the use of photos and the fotonovela, further explain to the class that the objective from step to step in each unit is to use the context of the pictures to use Spanish directly as much as possible. However, it is understandable to rely somewhat on translation. 	
Summative Assessment:	
Unit 1: Mexico (Assessment Book p. 9-25)	
Resources: Español Santillana; The GO TO Strategies Matrix	

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Unit#2	9th-12th Grade	Spanish I
Theme: Puerto Rico		Time Frame: 4-6 weeks
Content Area: Spanish integrated with Global Studies		
Essential Questions: <ul style="list-style-type: none"> • What places can you identify and describe? • Express where people, animals and things are located. • What are your daily chores? • Express needs and obligations using expressions. 		Enduring Understanding: <ul style="list-style-type: none"> • Global citizenship requires an ability to communicate in more than one language. • Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture. • Learning other languages enables an individual to participate in multilingual communities.
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<p><u>Learning Targets:</u></p> <p><u>Interpersonal Mode of Communication</u></p> <p>Speaking:</p> <ul style="list-style-type: none"> • Participate in discussion on a given topic. (Español Santillana p.11,24,25,26,36,41,42,60,70,75,83,86,88,97,101) • Initiate a guessing game with another student. (Español Santillana p.27, 34,56,99.) • Discuss photos with a classmate. (Español Santillana p. 25,27,41,44,50,64,87) • Interview students to gather information. (Español Santillana p.36,60,70,83,90,97) <p>Writing:</p> <ul style="list-style-type: none"> • Obtain information from an oral exchange. (Español Santillana p. 22,31,80) • Understand a partner’s clues in order to exchange information. (Español Santillana p. 49,73,91) • Grammar -Los artículos (Español Santillana, p.98-99) <p>Listening:</p> <ul style="list-style-type: none"> • Obtain information from an oral exchange. (Español Santillana p. 36,60,70,83,90,97) 	<p><u>Formative Assessments:</u></p> <p>Interpersonal Task</p> <p>“Inside-Outside Circles”</p> <p><u>Purpose:</u> To require students to orally quiz each other regarding a content topic</p> <p><u>Description:</u> Directs 4 students to form two circles – one inside with students facing out and the other outside with students facing in. Each student faces a partner. Provides each student with a note card specifying a problem or content question on one side and the answer on the other. The cards and questions are different for each student. Directs student in the outside circle to begin asking the question on the card and listen to the answer. Students should confirm or supply the correct answer. Directs students on the inside circle to ask their questions in turn. Signals time and directs students to exchange cards while students in the outside circle move one place to the right facing a new learning partner.</p> <p><u>Assessment Tool:</u> Teacher Checklist or Rubric</p> <p><u>Student Configuration:</u> Whole class interaction</p> <p>**Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.</p>

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- Understand a partner’s clues in order to exchange information. (Español Santillana p. 6,27,34,99)

Reading:

- Understand a text or blog about Puerto Rico. (Español Santillana p. 86,88,94,96)
- Understand an online article on a particular topic. (Español Santillana p. 93,97,102,105,109,113)

Interpretive Mode of Communication

Listening:

- Listen and identify ideas or photos. (Español Santillana p. 2,10,17,25,35,54,57,68,77,89,93)
- Listen and evaluate or interpret the information. (Español Santillana p. 30,40,48,71,79,81,82,85)

Reading:

- Use context in order to complete a text. (Español Santillana p. 6,18,28,29,51,74,92)
- Obtain literal information and make inferences from a text. (Español Santillana p. 94,96,102)
- Synthesizing key concepts in a reading passage. (Español Santillana p. *Lectura*)

Presentational Mode of Communication:

Speaking:

- Present information or results orally to the class. (Español Santillana p. 49,60,95,100)
- Act out a script. (Español Santillana p. 28,51,74,92)

Writing:

- Summarize or report information. (Español Santillana p. 24,45,46,58,59,70,72,85,89,90,95,103)

Interpretive Task:

“Line Up”

Purpose: To encourage students to state what they know about a topic orally

Description: Direct students to form two straight lines parallel to each other. Each student in line #1 faces a partner in line #2. Ask a recall or thinking question. Provide time for students to state their answers to a learning partner. Signal time and directs one student in line #1 to move to the end of that line while all the other line #1 students move up one place in line facing a new partner. Ask additional questions as students move down the line.

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Whole class interaction.

*****Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.***

Presentational Task:

“Numbered Heads Together” (Kagan, 1994)

Purpose: To check comprehension and to promote oral language interaction.

Description: Puts students into small groups and directs students to Number yourselves in your table group. Asks a thinking question, recall question, or poses a problem to the whole class. Asks students in small groups to Put your heads together to determine the answer collaboratively. Spins a number and asks all students with that number to stand. Selects

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- Grammar -Expresar existencia. El verbo haber, Expresar lugar (Espanol Santillana, p.106,107,108)

one or more students to respond to the question orally or in writing on the whiteboard or on individual white boards.

Assessment Tool: Graphic Organizer/ Checklist

Student Configuration: Whole-class instruction, interactive whole class or small groups.

****Refer to *The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12* for more activities.**

Culture:

- ✚ Practices and perspectives:
 - ❖ Understand the origins of Puerto Rican traditional dishes.
- ✚ Products and perspectives:
 - ❖ Understand the importance of El Morro in Puerto Rican history.

Connections:

- ✚ Interdisciplinary connections:
 - ❖ Learn about Old San Juan.
- ✚ Viewpoints through language/culture:
 - ❖ Discover the types of Taino homes.

Comparisons:

- ✚ Compare languages:
 - ❖ Compare verb patterns in Spanish and English (gender, noun-adjective, etc.).
- ✚ Compare cultures:
 - ❖ Compare typical dishes and various cultures.

Communities:

- ✚ Spanish beyond the school setting:
 - ❖ Write a postcard.
- ✚ Spanish for lifelong learning:
 - ❖ Play a famous monument guessing game.

Differentiated Instruction:

Developing Learners:

- Have students rewrite the fotonovela and highlight the words they know from the previous unit.
- Ask students to count the number of words highlighted. How many words do they already know?

Expanding Learners:

- Ask students to cover the speech bubbles in the fotonovela so only the pictures remain.

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- Have students write a script of what they would say in each situation.

Special-Needs Learners:

- For students who cannot physically move around to act out the chores, have them create signs with clues.
- Ask them to use colors and poster board, so the entire class can see. For example, one student draw a picture of a sink with soapy dishes, and the class guesses *lavar los platos*.

Summative Assessment:

Unit 2: Puerto Rico (Assessment Book p. 25-40)

Resources: Español Santillana; The GO TO Strategies Matrix

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Unit #3	9th-12th Grade	Spanish I
Theme: Guatemala		Time Frame: 4-6 weeks
Content Area: Spanish integrated with Global Studies		
Essential Questions: <ul style="list-style-type: none"> • Are you able to express yourself when you go shopping? For example, how much it cost? • Can you distinguish seasonal clothing? • Can you compare and contrast traditional clothes from Guatemala and your own culture? 		Enduring Understanding: <ul style="list-style-type: none"> • Global citizenship requires an ability to communicate in more than one language. • Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture. • Learning other languages enables an individual to participate in multilingual communities.
<i>New Jersey Student Learning Standards</i>		
<u>New Jersey Student Learning Standards: World Language</u> 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.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.2 : Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.B.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.		<u>Standards for Learning Spanish</u> Communication: 1.1. Interpersonal mode. 1.2. Interpretive mode. 1.3. Presentational mode. Culture: 2.1. Practices and perspectives. 2.2. Products and perspectives. Connections: 3.1. Interdisciplinary connections. 3.2. Viewpoints through language/ culture. Comparisons: 4.1. Compare languages. 4.2. Compare cultures. Communities: 5.1. Spanish beyond the school setting. 5.2. Spanish for lifelong learning.

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<p><u>Learning Targets:</u> <u>Interpersonal Mode of Communication</u> Speaking:</p> <ul style="list-style-type: none"> • Talk to a partner about clothing and /or clothing stores. (Español Santillana p. 3,10,27,77,79,96,R4, <i>Projecto</i>) • Share opinions with classmates. (Español Santillana p. 41,46,52,57,71) • Describe images to a classmate. (Español Santillana p. 49,95) • Interview a classmate to gather information. (Español Santillana p. 43,48,79,86,91) <p>Writing:</p> <ul style="list-style-type: none"> • Write a descriptive paragraph. (Español Santillana p. 24,28) • Make a list based on personal information and personal knowledge. (Español Santillana p. 23,36,81,102) • Summarize written notes. (Español Santillana p. 18,48,56,<i>Lectura</i>) <ul style="list-style-type: none"> ▪ Grammar-Verbos con raíz irregular (e>ie) El verbo ir, El verbo gustar (Español Santillana p.154,155,156,157,164,165) 	<p><u>Formative Assessments:</u> Interpersonal Task “Think-Pair-Share Squared” (Kagan, 1994) <u>Purpose:</u> To provide oral language processing time for content learning. <u>Description:</u> Proceeds as in Think-Pair-Share. After student PAIRS share their responses, asks each pair to meet with another pair and individually SHARE responses again. <u>Assessment Tool:</u> Teacher Checklist or Rubric <u>Student Configuration:</u> Whole class interaction/ , Interactive student pairs, Whole class sharing. **Refer to <i>The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12</i> for more activities.</p>

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Listening:

- Understand the data being collected in a survey. (Español Santillana p. 25,42,43,86)
- Obtain information from an oral exchange. (Español Santillana p. 25,27,43,86)

Reading:

- Understand the role of historical figures in Guatemala. (Español Santillana p. 99)
- Use pictures to infer meaning. (Español Santillana p. *Lectura*)

Interpretive Mode of Communication

Listening:

- Identify the main ideas of an oral text. (Español Santillana p. 17,62,80,93)
- Interpret audio and video about cultural topics. (Español Santillana p. *Fotonovelas*,9,33,78)
- Obtain information from a conversation or an oral message. (Español Santillana p. 2,11,22,26,33,51,67,70,76)

Reading:

- Understand the meaning of a written document. (Español Santillana p. 18,74,75,*Lectura*)
- Understand cultural texts using cognates as a reading strategy. (Español Santillana p. *Fotonovelas*, 5 Cs boxes, Mapa cultural, *Lectura*)

Presentational Mode of Communication:

Speaking:

- Design and present an original creation. (Español Santillana p. 29,46,63,71,86,92,95,96)
- Display results of an interview. (Español Santillana p. 43,86,91)

Interpretive Task:

“Cognates”

Purpose: To support learning of content vocabulary.

Description: Identifies, models, and displays the cognates from students’ home languages that are similar to target vocabulary, especially in the content areas, e.g., biografía, optimismo.

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Whole class interaction/ small groups.

*****Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.***

Presentational Task:

“Ticket to Leave/Exit Ticket ” (Modified)

Purpose: To assess student comprehension through writing and presentations.

Description: Poses a question or problem at the end of the student’s presentation related to the lesson’s objectives. Provides time for students to write a brief answer to a specific question or problem. Collects the

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Writing:

- Write and present a skit. (Español Santillana p. 71,89,95)
- Create a written conversation to practice and present to the class. (Español Santillana p. 24,63,71,89,92,94,R4,*Proyecto*)
 - Grammar- Los demostrativos, verbos con raíz irregular (o>ue) (Español Santillana p. 172,173182,183)

responses as students leave the class. Requires students with incorrect responses to confer with peers and rewrite the response in order to leave the classroom.

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Whole class interaction/ Interactive small groups/Individual writing activity.

****Refer to *The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12* for more activities.**

Culture:

- ✚ Practices and perspectives:
 - ❖ Understand the different usages of the word *mayor* (major problem, age-older).
- ✚ Products and perspectives:
 - ❖ Reflect on the presence of words in one language that have been borrowed from another.

Connections:

- ✚ Interdisciplinary connections:
 - ❖ Use the dictionary to find the word *antigua*.
- ✚ Viewpoints through language/culture:
 - ❖ Learn how worry dolls are made and make one.

Comparisons:

- ✚ Compare languages:
 - ❖ Compare how English and Spanish express to like.
- ✚ Compare cultures:
 - ❖ Compare festivals in Guatemala and in the United States.

Communities:

- ✚ Spanish beyond the school setting:
 - ❖ Donate worry dolls to people in the community.
- ✚ Spanish for lifelong learning:
 - ❖ Listen to a popular Guatemalan singer.

Differentiated Instruction:

Developing Learners:

- The verb *gustar* has several variables that need to be managed. Have students fill in a chart with things that they and others like. They should color code the verbs of the chart to see the patterns more clearly (see Teacher's Edition page 164).

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Expanding Learners:

- To help reinforce the verbs used to express likes, dislikes, and preferences, and to review descriptive adjectives, ask students to list the clothes they like or prefer to wear in the following contexts, using the following headings: *¿Dónde?*- *En una fiesta, en la escuela, en reuniones familiares, en una boda* (see Teacher's Edition page 164).

Special-Needs Learners:

- Hang up a sign that says *Me gusta* and a sign that says *Me gustan* in two different locations in the room. List or show items of clothing, verbs associated with shopping, and any other review vocabulary that students may know.
- Students should move to the area of the sign that agrees with the item listed. You may wish to break the class into small groups or point to the signs if space is limited. Have students explain why they moved to one sign or the other.

Summative Assessment:

Unit 3: Guatemala (Assessment Book p. 47-62)

Resources: Español Santillana The GO TO Strategies Matrix

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Unit#4 (see Unit 6)		9th-12th Grade		Spanish I	
Theme: United States/ Estados Unidos			Time Frame: 4-6 weeks		
Content Area: Spanish integrated with Global Studies					
Essential Questions:			Enduring Understanding:		
<ul style="list-style-type: none"> • How will you communicate your present and future plans in the target language? • Ask and respond questions about what someone does for living. • Can you ask and give advice by using the imperative commands? • What are your life desires? 			<ul style="list-style-type: none"> • Global citizenship requires an ability to communicate in more than one language. • Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture. • Learning other languages enables an individual to participate in multilingual communities. 		
<i>New Jersey Student Learning Standards</i>					
<p><u>New Jersey Student Learning Standards:</u> World Language</p> <p>7.1.NM.A.1 : Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2 : Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 : Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 : Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 : Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 : Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 : Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 : Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>			<p><u>Standards for Learning Spanish</u></p> <p>Communication:</p> <p>1.1. Interpersonal mode. 1.2. Interpretive mode. 1.3. Presentational mode.</p> <p>Culture:</p> <p>2.1. Practices and perspectives. 2.2. Products and perspectives.</p> <p>Connections:</p> <p>3.1. Interdisciplinary connections. 3.2. Viewpoints through language/ culture.</p> <p>Comparisons:</p> <p>4.1. Compare languages. 4.2. Compare cultures.</p> <p>Communities:</p> <p>5.1. Spanish beyond the school setting. 5.2. Spanish for lifelong learning.</p>		

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<p><u>Learning Targets:</u></p> <p><u>Interpersonal Mode of Communication</u></p> <p>Speaking:</p> <ul style="list-style-type: none"> • Talk to a partner about their opinion and preferences. (Español Santillana p. 27,28,34,47,65,69,72,77,79) • Engage in simple conversation with a partner. (Español Santillana p. 10,12,19,41,52,60,72,84, <i>Proyecto</i>) • Roleplay with a partner. (Español Santillana p.20,21,40) • Exchange information with classmates. (Español Santillana p.37,39,57,81,83) <p>Writing:</p> <ul style="list-style-type: none"> • Create a poster or drawing to share with classmates. (Español Santillana p. 20,74,79,80,91, <i>Proyecto</i>) • Write a journal entry or e-mail response with personal information. (Español Santillana p. 21,39) <ul style="list-style-type: none"> ▪ Grammar-Imperativo afirmativo, Verbos irregulares, El gerundio, Verbos con raiz Irregular (u>ue) (Español Santillana p. 320,321,338,339, 346) <p>Listening:</p> <ul style="list-style-type: none"> • Understand a partner’s clues in order to exchange information. (Español Santillana p. 34,88) 	<p><u>Formative Assessments:</u></p> <p>Interpersonal Task</p> <p>“Dialogue Journals” (Peyton & Reed, 1990)</p> <p><u>Purpose:</u> To increase writing fluency.</p> <p><u>Description:</u> Encourages students to write frequently in a notebook about topics of their own choice. Collects journals on a routine basis to exchange questions, offer contributions, share personal reflections, make promises, or state opinions. Responds in writing in a way that models and provides feedback for spelling, grammar, conventions, and format.</p> <p><u>Assessment Tool:</u> Teacher Checklist or Rubric</p> <p><u>Student Configuration:</u> Whole class interaction/ Interactive paired writing.</p> <p>**Refer to <i>The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12</i> for more activities.</p>

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- Determine preferences based on an audio recording. (Español Santillana p. 65,69)

Reading:

- Share an e-mail or instant message to a friend. (Español Santillana p. 21,56,59)

Interpretive Mode of Communication

Listening:

- Obtain information from a conversation. (Español Santillana p. 7,11,16,19,25,27,50)
- Identify the main ideas of an oral text. Español Santillana p. 25,33,36,46,61,65,69,73,76,83)

Reading:

- Obtain literal information from a narrative or informational text. (Español Santillana p. 1,24,45,R1,R3)
- Understand a picture story. (Español Santillana p. 6,23,42)
- Use the context in order to complete a text. (Español Santillana p. 2,8,15,21,56,59,63,84)
- Use clues to decipher the meaning of the a text. (Español Santillana p. 17,37,43,60,82,R5,R7)
- Relate the information in a text to personal experiences. (Español Santillana p. 35,66,87)

Presentational Mode of Communication:

Speaking:

- Present a skit to classmates. (Español Santillana p. 28,29,37,41,62,69,72,77,78,84,3,40,62,79)
- Create a presentation. (Español Santillana p. 3,40,62,79)

Writing:

- Write sentences or texts with the clues given. (Español Santillana p. 3,12,,17,20,23,28,29,32,33,34,38,43,47,60,64,67,68,73,75 ,82,89)

Interpretive Task:

“Picture Walks”

Purpose: Activates students’ prior knowledge of the text topic.

Description: Prior to reading a fiction or nonfiction text, displays the pictures and other graphic elements throughout the text. Questions and prompts students to make inferences as to what the text will be about.

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Whole class interaction/ small groups.

*****Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.***

Presentational Task:

“Ticket to Leave/Exit Ticket ” (Modified)

Purpose: To assess student comprehension through writing and presentations.

Description: Poses a question or problem at the end of the student’s presentation related to the lesson’s objectives. Provides time for students to write a brief answer to a specific question or problem. Collects the responses as students leave the class. Requires students with incorrect responses to confer with peers and rewrite the response in order to leave the classroom.

Assessment Tool: Teacher Checklist or Rubric

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- Write and present descriptions about oneself and others. (Español Santillana p 6,24,42,52,81,90.)
- Write an email. (Español Santillana p. 21,39,85)
 - Grammar-Ir a + Infinitivo (Español Santillana p. 328,329,)

Student Configuration: Whole class interaction/ Interactive small groups/Individual writing activity.

****Refer to *The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12* for more activities.**

Culture:

- ✚ Practices and perspectives:
 - ❖ Understand cultural gatherings/ rituals of different Spanish speakers.
- ✚ Products and perspectives;
 - ❖ Recognize symbols of Hispanic culture in the United States.

Connections:

- ✚ Interdisciplinary connections:
 - ❖ Identify the geographic locations of large populations of Spanish-speakers in the United States.
- ✚ Viewpoints through language/culture:
 - ❖ Learn about the culture of a place whose words have been borrowed.

Comparisons:

- ✚ Compare languages:
 - ❖ Understand the differences between the Spanish words for “to play” and their English equivalents.
- ✚ Compare cultures:
 - ❖ Compare sports in the Spanish-speaking world and in the United States.

Communities:

- ✚ Spanish beyond the school setting:
 - ❖ Organize a Career Fair.
- ✚ Spanish for lifelong learning:
 - ❖ Investigate and make a poster celebrating Hispanic Heritage.

Differentiated Instruction:
Developing Learners:

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World Language Curriculum Framework

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Have students organize the expressions into three columns: questions, answers, and interjections. Ask students to share how they know where to list each expression.

Expanding Learners:

- In pairs, have students write lines of dialogue that connect to each expression. Encourage them to think about statements that might provoke interjection responses (for example: ¡*Excelente!* or ¡*Perfecto!*), and to include appropriate answers to the question expressions.

Special-Needs Learners:

- Color-coding words and phrases to classify different parts of speech.
 - Have students copy the following questions and expressions. Tell them that the colors represent the following parts of speech:
red=verb, **blue**=question word, **green**=preposition, **purple**=noun, **yellow**=personal pronoun.
- ¿A qué te dedicas?
 - ¿En qué trabajas?
 - Yo quiero ser médica.
 - Yo quiero estudiar fotografía.

Summative Assessment:

Unit 4: United States/ Estados Unidos (Assessment Book p. 103-118)

Resources: Español Santillana; The GO TO Strategies Matrix