

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
HIGHLAND TIMBER CREEK TRITON
WORLD LANGUAGE DEPARTMENT

SPANISH I SYLLABUS

Course Content and Timeline

A. Introduction to Spanish Unit

- Understand the importance of learning a second language. **WL.7.1.NM.A.C.1**
- Identify the 21 Spanish-speaking countries & their capitals on a map.
WL.7.1.NM.A.C.6
- Recognize and apply the unique phonetic sounds of the Spanish alphabet.
WL.7.1.NM.A.L.1
- Greet and say goodbye to people based on formality and time of day, including gestures appropriate to the culture. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b**
- Express yourself politely depending on the audience. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b**
- Identify and utilize numbers from 0 to 100 in the target language to express a variety of information. **WL.7.1.NM.A.L.1**
- Recognize various currencies of the Spanish-speaking world. **WL.7.1.NM.A.C.6**
- Identify and use the days of the week and the months of the year in order to relay information & provide specific dates. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b**
- Ask and tell time. **WL.7.1.NM.B.L.1.a,b**
- Discuss the weather and the seasons. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b**

B. Physical / Personality Characteristics Unit

- Demonstrate knowledge of vocabulary to introduce oneself. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b**
- Describe people and things with adjectives in the target language.
WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d
- Compare/contrast adjectives with their opposites. **WL.7.1.NM.A.L.1**
- Identify nationalities. **WL.7.1.NM.A.L.1**
- Ask for and state information about oneself and other people. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b**
- Express opinions about people and things. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Name and describe the school subjects and their level of difficulty.

WL.7.1.NM.A.L.1

- Tell what time various classes take place at school. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b**
- Utilize question words to inquire about people and things. **WL.7.1.NM.C.C.6**
- Apply adjective agreement in order for nouns to agree with their adjectives. **WL.7.1.NM.C.C.6**
- Apply definite and indefinite article rules for placement in front of nouns. **WL.7.1.NM.C.C.6**
- Focus on correct gender/number agreement between nouns and adjectives. **WL.7.1.NM.C.C.6**
- Utilize subject pronouns. **WL.7.1.NM.C.C.6**
- Differentiate between the formal/informal forms of address. **WL.7.1.NM.A.C.6**
- Conjugate the irregular verb “ser” with the corresponding subject pronoun. **WL.7.1.NM.C.C.6**
- Compare and contrast the concept of friendship between the United States and Latin America/Spain. **WL.7.1.NM.B.C.1,4**
- Conduct conversations about school and students. **WL.7.1.NM.B.C.1,4**

C. Family/Home Life Unit

- Identify family members and pets. **WL.7.1.NM.A.L.1**
- Describe a house or apartment. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Describe rooms and some furniture. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Use the verb “tener” to express possession, age, and physical characteristics such as hair and eye color. **WL.7.1.NM.C.C.6**
- Use possessive adjectives to tell who or what possesses something. **WL.7.1.NM.C.C.6**
- Recognize that a possessive adjective must agree with the noun it describes in gender and number. **WL.7.1.NM.C.C.6**
- Compare and contrast urban vs. suburban housing in the USA and in Spanish-speaking countries. **WL.7.1.NM.B.C.1,4**
- Compare family life in Ecuador to the U.S.A. **WL.7.1.NM.B.C.1,4**
- Discuss the important role of pets in the Spanish-speaking world. **WL.7.1.NM.B.C.1,4**

D. School Unit

- Describe what you do in school. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Identify some school clothes, specifically pertaining to a school uniform. **WL.7.1.NM.A.L.1**

- Tell what school supplies are used in both American and Spanish-speaking schools. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Discuss what you and your friends do after school, including use of electronics and shopping. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Explain how students get to school and why. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Identify regular & irregular -ar verbs, and conjugate them for the different subject pronouns. **WL.7.1.NM.C.C.6**
- Utilize both the verbs ser and estar to appropriately express “to be” in the target language. **WL.7.1.NM.C.C.6**
- Compare and contrast school and after-school activities in Spanish-speaking countries and in the United States. **WL.7.1.NM.B.C.1,4**
- Compare and contrast working habits of young people in Spanish-speaking countries in the United States. **WL.7.1.NM.B.C.1,4**

E. Food Unit

- Identify and categorize meals, foods, and beverages. **WL.7.1.NM.A.L.1**
- Express feelings of hunger and thirst. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Ask someone what they eat for breakfast, lunch, and dinner. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Identify typical “tapas” foods enjoyed throughout Latin America and Spain. **WL.7.1.NM.A.C.3**
- Encounter an available table, order foods, and request the check in an outdoor café or restaurant. **WL.7.1.NM.A.C.3**
- Conjugate and use regular –er/ir verbs in Spanish. **WL.7.1.NM.C.C.6**
- Conjugate and use the irregular verb –ver in Spanish. **WL.7.1.NM.C.C.6**
- Use the infinitive verb expressions “tener que” to express things they have to do. **WL.7.1.NM.C.C.6**
- Use the expression “ir a + infinitive” to express the simple future tense. **WL.7.1.NM.C.C.6**
- Use the expression “acabar de” to express activities they have just completed. **WL.7.1.NM.C.C.6**
- Correctly utilize the 2 contractions *al* and *del*. **WL.7.1.NM.C.C.6**
- Compare/contrast eating habits in the United States and Spanish-speaking countries. **WL.7.1.NM.B.C.1,4**

F. Sports Unit

- Discuss soccer, baseball, basketball and tennis. **WL.7.1.NM.A.L.1;**
WL.7.1.NM.B.L.1.a,b,c,d
- Describe a soccer uniform. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Identify colors. **WL.7.1.NM.A.L.1**
- Compare/contrast team sports in the United States with Spanish-speaking countries. **WL.7.1.NM.A.C.1,4,7**
- Conjugate some stem changing verbs in the present tense. **WL.7.1.NM.C.C.6**
- Use verbs such as *to interest*, *to bore* and *to like* to express feeling about activities. **WL.7.1.NM.C.C.6**
- Identify the main ideas and other significant ideas when reading about Roberto Clemente. **WL.7.1.NM.C.C.6**

Course Expectations and Skills

- 1.) Maintain **an organized** notebook.
- 2.) Apply vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
- 3.) Develop and role play dialogues and oral presentations in the present tense.
- 4.) Create a variety of chapter-based projects that alternatively assess unit material.
- 5.) Develop a cross-cultural awareness through exposure to cultural practices.

Resources

Text Books:

Así Se Dice 1

Supplemental Materials:

Así Se Dice 1 Practice Workbook

Quia.com Online Textbook and Workbook

Department Grading Policy

<u>Category</u>	<u>Percentage of Grade</u>
Classwork/Homework/Participation	25%
Projects	15%
Minor Assessments	25%
Major Assessments	35%

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT CURRICULUM TEMPLATE

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

PART I: UNIT RATIONALE**WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?**

Course/Unit Title: SPANISH 1- Unit 1 - Introduction to Spanish	Unit Summary: In the Preliminary Lessons, students will begin their study by communicating immediately in the target language. They will be introduced to the 21 Spanish-speaking countries, their capitals, and their cultures. They will learn the Spanish alphabet and Spanish phonetics. They will learn to greet one another, say good-bye, use courteous expressions, count to 100 and ask the price of something, identify days of the week and months of the year, ask and give the date, tell time, and identify seasons and describe the weather.
Grade Level(s): 9-12	
Essential Question(s): <ul style="list-style-type: none"> ● Why is it important to learn another language? ● What are the Spanish-speaking countries & their capitals? ● How are the English & Spanish alphabets similar/dissimilar? ● How do I greet and say good-bye to people in the target language? ● What are some courteous terms in the target language? ● How do I count from 0 to 100 in Spanish? ● How do I inquire about the price of something in the target language? 	Enduring Understanding(s): <ul style="list-style-type: none"> ● Learning another language provides more opportunities for employment, strengthens cognitive abilities, and provides health benefits by preventing/delaying the onset of Alzheimer's. ● There are 21 Spanish-speaking countries located throughout the world. ● There are similarities & dissimilarities between the English alphabet & Spanish alphabet, including: number of letters, phonetic sounds, etc. ● There are different ways to greet and say goodbye to people in Spanish, i.e. formal vs. informal, time of day, etc. ● There are ways to politely communicate in the target language, including addressing different age groups. ● Numbers are important to communicate prices, dates, holidays, birthdates, time, etc. ● Weather varies from season to season and climate varies geographically.

<ul style="list-style-type: none"> ● What are some of the currencies utilized in the Spanish-speaking countries? ● How do I ask/state the date (days of the week & months). ● How do I tell time in the target language? ● How can I describe the weather & the seasons? 	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Understand the importance of learning a second language.	1. WL.7.1.NM.A.C.1
2. Identify the 21 Spanish-speaking countries & their capitals on a map.	2. WL.7.1.NM.A.C.6
3. Recognize and apply the unique phonetic sounds of the Spanish alphabet.	3. WL.7.1.NM.A.L.1
4. Greet and say good-bye to people based on formality and time of day, including gestures appropriate to the culture.	4. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b
5. Express yourself politely depending on the audience.	5. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b
6. Identify and utilize numbers from 0 to 100 in the target language to express a variety of information.	6. WL.7.1.NM.A.L.1
7. Recognize various currencies of the Spanish-speaking world.	7. WL.7.1.NM.A.C.6
8. Identify and use the days of the week and the months of the year in order to relay information & provide specific dates.	8. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b
9. Ask and tell time.	9. WL.7.1.NM.B.L.1.a,b
10. Discuss the weather and the seasons.	10. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b

Inter-Disciplinary Connections:

Science: Study weather and climate in different parts of the world.

Social Studies: Analyze blank maps of Spain and Latin America; Asi Se Dice textbook (Geovistas section).

Technology: Use the following: website: glencoe.com/teacherresources/eculture; website: googleearth.com; google images: cultural snapshots. Google classroom will be integrated throughout the course for assignments and assessments.

Arts: Listen to various pop and traditional music and videos via youtube.com/CD's.

Math: Counting; solving math problems to practice numbers; telling time.

Students will engage with the following text:

- "Asi Se Dice" textbook (Glencoe)
- "Asi Se Dice" Practice Workbook/Audio Activities (Glencoe)
- "Asi Se Dice" ebook (online textbook) Instructional Videos (vocabulary, grammar, culture) (Glencoe)
- "Quia.com" website for access to the ebook, homework activities, extended practice, pre-tests, alternate assignments

Students will write:

- Open-ended questions to give and find out basic information (name, age, birthday, date, time).
- Fill in the blank questions on information about the calendar, telling time, descriptions of people.
- Label pictures of people, calendars, clocks.
- **Simple** dialogs introducing him or herself to others.
- Paragraphs (in English about cultural topics such as highlights of the Spanish-speaking countries and points of interest).
- **Notes (on all Preliminary topics, but especially regarding** geography and capitals of Spanish-speaking countries and culture and points of interest throughout Spain and Latin America).

Modifications/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions, start the dialogs and have them fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modifications/Accommodations for gifted and talented learners:

- Students can create original songs, stories, short plays, poems, designs, etc., showing multicultural perspectives of a specific theme.
- Students will be given additional listening comprehension tasks.
- **Students will be provided with additional vocabulary words.**
- **Students may be asked to assist their struggling peers.**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Foldables as study guides for telling time, days and months, greetings, good-bye's.
- Flashcards (for vocabulary practice on calendar, telling time, introductions and good-bye's).
- Power Point presentations for vocabulary introduction/pronunciation/review.
- Power Point presentations for grammar introduction/practice.
- Authentic videos for grammar, vocabulary, and cultural information showing parts of Latin America and Spain for cultural comparisons.
- Venn Diagrams (compare and contrast cultures and lifestyles between U.S. and Latin America).
- Information Gap activities (vocabulary).
- Graphic Organizers (geography, culture of Spain, Central America, and South America).
- Visual aids (large clocks, calendars, dry erase boards, LCD projectors).
- Hands-on activities (Smart Board games, activities).
- Listening activities (CD, Power Point presentations, music CD's, teacher-lead choral response, Audio Workbook).
- Note-taking (Power Points, teacher lecture, ebook maps, textbook readings).
- Guided short writing activities (from textbook, Power Point notes).
- Practice Workbook activities (vocabulary, grammar, culture).

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for PowerPoint presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses.

Modifications/Accommodations for gifted and talented learners:

- Students will research and discuss cultural issues/perspectives in more depth.
- Students will answer and pose questions that involve inference and focus on complex cross-curricular themes or global problems.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Quiz 1: Spanish alphabet and *saludos*
- Quiz 2: Numbers and dates/calendar, and telling time
- Quiz 3: Weather conditions and seasons
- Test on vocabulary pertaining to greetings, good-byes, calendar, telling time, numbers to 100, weather conditions, and seasons.
- Homework (quia or written) to practice greetings, good-byes, calendar, telling time, numbers to 100, weather conditions, and seasons.
- Class discussions/oral participation to locate Spanish-speaking countries and capitals on a map
- Ancillary material to practice greetings, good-byes, calendar, telling time, numbers to 100, weather conditions, and seasons.
- Classwork on a variety of geographical facts on Spain and Latin America, greetings, good-byes, calendar, telling time, numbers to 100, weather conditions, and seasons.

Modifications/Accommodations for struggling learners:

- Provide student with study guide, more space on the guide for them to fill out the guide.
- Quizzes and tests – less questions, more time, remove ambiguous choices in multiple choice, avoid true and false.
- Clarify directions, check for understanding, have student reiterate the directions.

Bloom’s Levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Modifications/Accommodations for gifted and talented learners:

- Well-articulated assignments that require higher cognitive processing, in-depth content, and alternate modes of communication.
- Provide opportunities for the student to pursue alternate activities to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.

General Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating in the front of the room
- Repeat directions orally
- Restate directions/Model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests, quizzes, activities

- Examiner reads assessment to student
- Re-test failures
- Hard copy of notes

Summative Assessments:

- **Cumulative test** covering material such as greetings, good-bye's, calendar, telling time, currencies of Spain and Latin America, geography of Spain and Latin America, **and weather and seasons.**
- **Unit/Chapter projects encompassing the material covered.**

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Modifications/Accommodations for struggling learners:

- Provide study guide with highlighted or underlined key information.
- Provide word bank, decrease number of questions, read directions, model responses, larger font, and more white space; provide opportunity to finish at another time.

Modifications/Accommodations for gifted and talented learners:

- Tests and quizzes should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- Increased writing and reading in questions and responses.

Performance Assessments:

- Projects, i.e. calendar of birth month in Spanish, Spanish-speaking country poster, skits and role plays to introduce themselves to each other.
- Dialogs on greetings, farewells, birthdays, time.
- Oral participation as a daily grade in class.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Modifications/Accommodations for struggling learners:

- Provide clear and concise rubric, simplify project directions, and give directions for one section of the project at a time.

Modifications/Accommodations for gifted and talented learners:

- Give assignments involving more sophisticated computer research and reporting in the target language.
- Give handouts, information for web searches, etc., in the target language.
- Expect them to process a greater volume of any given print material; and give them option of independent world language projects of choice.

General Accommodations/Modifications:

- Extended time
- Individual presentations with teacher only
- Eliminate oral participation grade
- Allow for students to work individually, even in paired or group activities
- Simplify project requirements

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: SPANISH 1-Unit 2 – ¿Como Somos?</p>	<p>Unit Summary: In this unit, students will learn how to identify and describe people and things, using physical characteristics, personality traits and nationalities.</p>
<p>Grade Level(s): 9-12</p>	<p>They will be able to describe their school subjects and schedule. Students will gain proficiency in using definite and indefinite articles, as well as applying the adjective agreement rule to Spanish nouns. Students will also learn how to use various subject pronouns in Spanish sentences. They will use the Spanish irregular verb “ser” in order to describe themselves and others.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How do I describe my physical characteristics and my personality? ● How do I describe other’s physical characteristics and their personality? ● How do I state where I/someone else is from? ● How do I state and describe the subjects I take? ● What are definite and indefinite articles, and how do I utilize them in the target language? ● How do I properly utilize adjectives to describe nouns in the target language? ● How do I replace nouns with subject pronouns? ● How do I 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● Spanish adjectives must agree by gender and number with the nouns they modify (adjective agreement). ● Definite and indefinite articles are placed before Spanish nouns, and they must also agree in gender and number with the nouns they modify. ● There are informal and formal ways to address people in Spanish. ● There are different subject pronouns to convey formal vs. informal register. ● The verb ser is used to describe inherent traits/characteristics, where someone/something is from, etc. ● The concept of friendship is quite different in Latin America and Spain when compared with the United States. ● When a Spanish speaker calls someone their “friend”, they feel a deep closeness and trust towards the other person, which is earned over a long period of time.

<p>differentiate between the formal and informal way to speak?</p> <ul style="list-style-type: none"> ● How do I conjugate and utilize the verb ser? ● How does the concept of friendship differ between the United States and Latin America/Spain? 	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Demonstrate knowledge of vocabulary to introduce oneself.	1. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b
2. Describe people and things with adjectives in the target language.	2. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b, c,d
Compare/contrast adjectives with their opposites.	
Identify nationalities.	3. WL.7.1.NM.A.L.1
Ask for and state information about oneself and other people.	4. WL.7.1.NM.A.L.1
Express opinions about people and things.	5. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b
Name and describe the school subjects and their level of difficulty.	
Identify what time various classes take place at school.	6. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b, c,d
Utilize question words to inquire about people and things.	
Apply adjective agreement in order for nouns to agree with their adjectives.	7. WL.7.1.NM.A.L.1
Apply definite and indefinite article rules for placement in front of nouns.	8. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b
Focus on correct gender/number agreement between nouns and adjectives.	9. WL.7.1.NM.C.C.6

Utilize subject pronouns.	10. WL.7.1.NM.C.C.6
Differentiate between the formal/informal forms of address.	11. WL.7.1.NM.C.C.6
Conjugate the irregular verb “ser” with the corresponding subject pronoun.	12. WL.7.1.NM.C.C.6
Compare and contrast the concept of friendship between the United States and Latin America/Spain.	13. WL.7.1.NM.C.C.6
Conduct conversations about school and students.	14. WL.7.1.NM.A.C.6
	15. WL.7.1.NM.C.C.6
	16. WL.7.1.NM.B.C.1,4
	17. WL.7.1.NM.B.C.1,4

Inter-Disciplinary Connections:

Technology: Utilize website: [glencoe.com/teacher resources/e-culture](http://glencoe.com/teacher-resources/e-culture); website: googleearth.com; google images: cultural snapshots Google classroom will be integrated throughout the course for assignments and assessments.

Social Studies: Study cultural value systems, traditions; linking various nationalities to parts of Latin America; studying maps of Latin America.

Math: Using numbers to express time.

Students will engage with the following text:

- “Asi Se Dice” textbook (Glencoe)
- “Asi Se Dice” Practice Workbook/Audio Activities (Glencoe)
- “Asi Se Dice” ebook (online textbook) Instructional Videos (vocabulary, grammar, culture) (Glencoe)
- “Quia.com” website for access to the ebook, homework activities, extended practice, pre-tests, alternate assessments
- Maps (in classroom and in textbook)

Students will write:

- Open-ended questions on physical descriptions and personality traits.

- Labeling pictures of people with different physical characteristics.
- Complete sentences to describe themselves and others.
- Lists of their school subjects.
- Short poem describing their physical traits and personality.
- Written dialogs asking and answering questions about their school day.
- Lists of personality, physical traits.
- Cornell Notes (definite and indefinite articles, adjective agreement rule, subject pronouns and the verb conjugations of “ser”).

Modifications/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions, start the dialogs and have them fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modifications/Accommodations for gifted and talented learners:

- Students will be given additional listening comprehension tasks.
- Students will be provided with additional vocabulary words.
- Students may be asked to assist their struggling peers. (writing, speaking, and listening)

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Foldables as study guides on vocabulary words pertaining to personality, school schedule, physical descriptions; verb conjugation of “ser” with subject pronouns.
- Index cards (for summarizing –verb “ser”, subject pronouns, school subjects, definite articles, indefinite articles).
- Power Point presentations for vocabulary introduction/pronunciation/review on personality traits, physical descriptions, school subjects.
- Power Point presentations for grammar introduction of subject pronouns, noun/adjective agreement, definite/indefinite articles.
- Authentic videos for vocabulary on personality, physical descriptions, school subjects, and cultural information depicting real-life scenarios at school and at home in Latin America.
- Venn Diagrams (compare and contrast concept of friendship in Latin America and the U.S.).
- Information Gap activities (describing themselves and asking partner about him or herself).
- Visual aids (pictures of people with varied physical characteristics for them to describe).

- Hands-on activities (SmartBoard games, activities to match pictures of people/school subjects with words).
- Listening activities (CD activities based on vocabulary on personality and physical descriptions, Power Point presentations to repeat correct pronunciation of vocabulary on describing people and things, teacher-lead choral response, Audio Workbook activities).
- Note-taking (Power Points, teacher lecture, ebook maps, textbook readings).
- Guided short writing activities to describe themselves and others(from textbook, Power Point notes).
- Practice Workbook activities (personality, school subject, physical description exercises, verb “ser” exercises, subject pronoun exercises, definite article exercises, indefinite article exercises, adjective agreement exercises).

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for PowerPoint presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words. Model verbal responses

Modifications/Accommodations for gifted and talented learners:

- Require research and discussion of cultural issues/perspectives in more depth; create Power Points for pertinent vocabulary.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM’S LEVELS.



Formative Assessments:

- Quiz 1: vocabulary relating to physical descriptions, nationalities, and personality traits
- Quiz 2: vocabulary describing school and peers
- Quiz 3: definite and indefinite articles and adjective agreement
- Quiz 4: subject pronouns and the verb “ser”
- Test on definite and indefinite articles, noun/adjective agreement, subject pronouns and ser conjugation.
- Verb conjugation chart/foldable for the verb “ser”
- Homework (quia or workbook) to practice answering questions on describing people and classes.
- Ancillary material to practice definite and indefinite articles, noun/adjective agreement, subject pronouns and ser conjugation.
- Class discussions comparing the concept of friendship between the U.S. and Latin America/Spain
- Notebook Checks (study flashcards on –definite and indefinite articles, noun/adjective agreement, subject pronouns and ser conjugation.)
- Crossword puzzles on vocabulary relating to describing people and things.

Modifications/Accommodations for struggling learners:

- Provide student with study guide, more space on the guide for them to fill out the guide.
- Assessments – less questions, more time, remove ambiguous choices in multiple choice, avoid true/false.
- Clarify directions, check for understanding, have student reiterate the directions.

Bloom’s Levels: These assessments will mostly require students to Recall, Relate, tell, Compare, Discuss, Express, or Translate.

Modifications/Accommodations for gifted and talented learners:

- Well-articulated assignments that require higher cognitive processing, in-depth content and alternate modes of communication.
- Provide opportunities for the student to pursue alternate activities to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
- Create the crossword puzzle for the class.

General Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating
- Repeat directions orally

- Restate directions/Model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests, quizzes, activities
- Examiner reads assessment to student
- Re-test failures
- Hard copy of notes

Summative Assessments:

- **Unit** Benchmark covering material from the preliminary lessons in addition to material from Chapter 1 such as: vocabulary on personality traits, physical descriptions, school subjects, and nationalities; **definite and indefinite articles, noun/adjective agreement, and subject pronouns.**
- **Unit/Chapter projects encompassing the material covered.**

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Modifications/Accommodations for struggling learners:

- Provide study guide with highlighted or underlined key information.
- Provide word bank, decrease number of questions, read directions, model responses, larger font, and more white space; provide opportunity to finish at another time.

Modifications/Accommodations for gifted and talented learners:

- Tests and quizzes should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- Increased writing and reading in questions and responses.

Performance Assessments:

- Project: Write a poem using all of the letters of his or her name to write a word in Spanish describing him or herself.
- Dialogs/role plays depicting realistic conversations between 2 people who are getting acquainted.
- Oral participation: read aloud dialogs from textbook asking people when they have various classes.
- Jigsaw puzzle games via Smart Board/LCD Projector to piece together words on describing school subjects, people, things, verb "ser", subject pronouns.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Modifications/Accommodations for struggling learners:

- Provide clear and concise rubric, simplify project directions, and give directions for one section of the project at a time.

Modifications/Accommodations for gifted and talented learners:

- Ask students to find additional vocabulary that pertains to the current lesson. Have them use the additional vocabulary in the poems and dialogs.
- Ask students to research and present alternative vocabulary from this section to teach the class that often Spanish-speaking countries use different words to mean the same thing. For example in this chapter muchacho, chico and chamaco are given as alternatives for boy. Students will have to research the alternatives and find out where these words are used.

General Accommodations/Modifications:

- Extended time
- Individual presentations with teacher only
- Eliminate oral participation grade
- Allow for students to work individually, even in paired or group activities
- Simplify project requirements

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: SPANISH 1 - Unit 3 – La Familia y La Casa</p>	<p>Unit Summary: In this unit, students will learn to talk about families and pets and describe a house or apartment, including rooms and few furnishings. In order to accomplish this, students will learn the verb <i>tener</i> and the possessive adjectives. They will also be introduced to an Ecuadorian family and learn about their living arrangements and family traditions.</p>
<p>Grade Level(s): 9 -12</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How do I describe family members in Spanish? ● How do I talk about pets in Spanish? ● How do I describe a house or apartment in Spanish? ● How do I describe a room and its furnishings in Spanish? ● How do I express possession, age, and physical characteristics? ● How do I use express possession/ownership? ● What is the typical lifestyle of families in Ecuador? ● What role do pets play in the family in both the United States and Latin America? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● There are different ways to describe people, family life, and pets. ● There are different ways to describe homes and apartments and their furnishings. ● Students will build-upon prior knowledge/utilization of the verb ser. ● The verb “tener” is used to express possession and age and some physical characteristics such as hair and eye color. ● The possessive adjective tells who or what possesses something. ● The possessive adjective must agree with the noun in gender and number, and replaces the definite/indefinite article in front of the noun. ● Family life in Ecuador is similar and different to family life and family responsibilities in the United States. ● Pets are an important part of the family in Spanish-speaking countries.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Identify family members and pets.	1. WL.7.1.NM.A.L.1
2. Describe a house or apartment.	2. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c, d
3. Describe rooms and some furniture.	
4. Use the verb “tener” to express possession, age, and physical characteristics such as hair and eye color.	3. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c, d
5. Use possessive adjectives to tell who or what possesses something.	
6. Recognize that a possessive adjective must agree with the noun it describes in gender and number.	4. WL.7.1.NM.C.C.6 5. WL.7.1.NM.C.C.6
7. Compare and contrast urban vs. suburban housing in the USA and in Spanish-speaking countries.	6. WL.7.1.NM.C.C.6
8. Compare family life in Ecuador to the U.S.A.	7. WL.7.1.NM.B.C.1,4
9. Discuss the important role of pets in the Spanish-speaking world.	8. WL.7.1.NM.B.C.1,4 9. WL.7.1.NM.B.C.1,4

Inter-Disciplinary Connections:

Social Studies: Analyze family life in Ecuador.

Technology: Use the following website: glencoe.com/teacher_resources/e-culture; website: googleearth.com. Google images: cultural snapshots. Google classroom will be integrated throughout the course for assignments and assessments.

Arts: Look at architecture of homes in Spanish-speaking countries.

Science: Study the styles of buildings and strength of structures based on weather and geological differences in other countries.

Students will engage with the following text:

- “Asi Se Dice” textbook (Glencoe)
- “Asi Se Dice” Practice Workbook/Audio Activities (Glencoe)
- “Asi Se Dice” e-book (online textbook) Instructional Videos (vocabulary, grammar, culture) (Glencoe)

-“Quia.com” website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments

Students will write:

- Open-ended questions on: family members, pets, rooms, types of housing, furniture, physical descriptions, age, possessions, and suburban and urban life.
- Fill in the blank questions on: family members, pets, rooms, and types of housing, furniture, physical descriptions, age, possessions, and suburban and urban life.
- Labeling: pictures and graphic organizers of family members, pets, rooms, and types of housing, furniture, physical descriptions, age, possessions, and suburban and urban life.
- Dialogs; paragraphs: in English comparing and contrasting education systems and family life in Ecuador vs. the USA.
- Cornell Notes: verb “tener”
- Paragraphs to describe family life in a Hispanic country.
- Paragraphs describing a house in a Hispanic country.

Modification/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions, Start the dialogs and have them fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modification/Accommodations for gifted and talented learners:

- Students will be given additional vocabulary.
- Student may be required to write a short play and direct the class to perform the play.
- Student may be asked to help struggling learners with their dialogs (writing, speaking, and listening)

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Foldables: to learn and reinforce vocabulary pertaining to family and home.
- Vocabulary book as study guide to practice vocabulary pertaining to the house and family (mini

book).

- Index cards (for summarizing) to practice words for family members and the home.
- Conjugation chart of the verb “tener”.
- Flashcards (for vocabulary practice) to practice words for family members, house, conjugation of the verb “tener”, and the use of the possessive adjectives.
- Power Point presentations for vocabulary introduction/pronunciation/review, name vocabulary, name grammar.
- Power Point presentations for grammar introduction/practice.
- Authentic videos for grammar, vocabulary, and cultural information using glencoe.com.
- Venn Diagrams (compare and contrast homes styles in US versus Spanish-speaking countries).
- Information Gap activities (vocabulary of family members, pets, rooms, types of housing, furniture, physical descriptions, age, possessions, and suburban and urban life).
- Graphic Organizers (to help with reading comprehension during cultural reading).
- Visual aids (examples of different styles of homes by using the LCD projector).
- Hands-on activities (Smart Board games, activities for vocabulary pertaining to family and house, make a model of your dream home with clay, or as diorama or architectural blueprint, family photo album).
- Listening activities (CD, Power Point presentations, music CD’s, teacher-lead choral response, Audio
Workbook)
- Note-taking (Power Points, teacher lecture, e-book maps, textbook readings, grammar vocabulary)
- Guided short writing activities (from textbook, Power Point notes)
- Practice Workbook activities (vocabulary, grammar, culture)

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for Power Point presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses.

Modifications/Accommodations for gifted and talented learners:

- Students will research and discuss cultural issues/perspectives in more depth.
- Students will answer and pose questions that involve inference and focus on complex cross-curricular themes or global problems.
- Students will explain reasons for taking a certain position or making a specific decision both orally and in writing.

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Quiz 1: family and pets
- Quiz 2: describing a house or apartment.
- Quiz 3: the verb "tener".
- **Quiz 4: possessive adjectives.**
- Tests on family and pets, homes and apartments, the verb "tener", possessive adjectives and life in Spanish-speaking countries.
- Homework (quia or written) to describe family members, pets, homes or apartments, the verb "tener", possessive adjectives.
- Class discussions/oral participation relating to comparing and contrasting home life and importance of family.
- Notebook Checks/vocabulary sheets on family, pets, homes, the verb "tener", possessive adjectives.
- Classwork on a variety of topics relating to family life and possessions.

Modifications/Accommodations for struggling learners:

- Provide student with study guide, more space on the guide for them to fill out the guide.
- Quizzes and tests – less questions, more time, remove ambiguous choices in multiple choice, avoid true and false.
- Clarify directions, check for understanding, have student reiterate the directions.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, tell, Compare, Discuss, Express, or Translate.

Modifications/Accommodations for gifted and talented learners:

- Well-articulated assignments that require higher cognitive processing, in-depth content, and alternate modes of communication.
- Provide opportunities for the student to pursue alternate activities to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.

General Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating

- Repeat directions orally
- Restate directions/Model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests, quizzes, activities
- Examiner reads assessment to student
- Re-test failures
- Hard copy of notes

Summative Assessments:

- Unit Benchmark covering previous material in addition to: all of the Chapter 2 information (family and pets, houses/apartments and furnishings, the verb tener, and possessive adjectives).
- Unit/Chapter projects encompassing the material covered.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Modification/Accommodations for struggling learners:

- Provide student with study guide, more space on the guide for them to fill out the guide.
- Provide word bank, decrease number of questions, read directions, model responses, larger font and more white space, provide opportunity to finish at another time.

Modifications/Accommodations for gifted and talented learners:

- Tests and quizzes should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- Increased writing and reading in questions and responses.

Performance Assessments:

- Projects – Students will make and describe a model of their dream home or make and describe a family tree and/or family photo album. They can choose the media for their project i.e. shoebox, blue prints, clay, 3-D model, poster.
- Dialogs - Students will write a dialog in which they tell each other about their home and pets.

- Role plays – One student plays the realtor other student the buyer.

Modifications/Accommodations for struggling learners:

- Provide clear and concise rubric, simplify project directions, and give directions for one section of the project at a time.

Modifications/Accommodations for gifted and talented learners:

- Give assignments involving more sophisticated computer research and reporting in the target language.
- Give handouts, information for web searches, etc., in the target language.
- Expect them to process a greater volume of any given print material; and give them option of independent world language projects of choice.

General Accommodations/Modifications:

- Extended time
- Individual presentations with teacher only
- Eliminate oral participation grade
- Allow for students to work individually, even in paired or group activities
- Simplify project requirements

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Spanish 1 – Unit 4 – En la Clase y Despues</p>	<p>Unit Summary: In this unit, students will learn to talk about what they do in school and after school. They will also be able to compare in-school activities to</p>
<p>Grade Level(s): 9-12</p>	<p>after- school activities in Spanish-speaking countries and in the United States. To do this, students will learn the present tense of <i>-ar</i> verbs, the irregular verbs <i>dar</i> and <i>estar</i>. Since there are two verbs that mean “to be” in the target language, students will determine when to use either <i>ser</i> or <i>estar</i>.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How do I talk about what I do in school? ● What do I wear to school? ● What school supplies do I use? ● How do I talk about what my friends and I do after school? ● How do I go to school? ● What is a regular <i>-ar</i> verb, and how do I use an <i>-ar</i> verb to describe actions? ● What are some irregular <i>-ar</i> verbs? ● How do I use the verb “to go” in the target language? ● How can I compare/contrast school/after school activities in the United States vs. Latin America? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● There are phrases to describe what students do in school, what they wear to school, and some of the materials they use for school. ● There are phrases to describe typical activities throughout the school day utilizing regular <i>-ar</i> verbs. ● There are some irregular <i>-ar</i> verbs like <i>dar</i> and <i>estar</i> that can also be used. ● The verb <i>ir</i> can describe how they go to school. ● There are two different verbs to express “to be” in Spanish, and students will be able to identify the situations where they should use one vs. the other. ● Students in Spanish-speaking countries use electronics for entertainment after school in the same way American students do. ● There are similarities and differences between the American education system and the Latin American.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Describe what you do in school.	1. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c, d
2. Identify some school clothes, specifically pertaining to a school uniform.	2. WL.7.1.NM.A.L.1
3. Tell what school supplies are used in both American and Spanish-speaking schools.	3. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c, d
4. Discuss what you and your friends do after school, including use of electronics and shopping.	4. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c, d
5. Explain how students get to school and why.	5. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c, d
6. Identify regular & irregular -ar verbs, and conjugate them for the different subject pronouns.	6. WL.7.1.NM.C.C.6
7. Utilize both the verbs ser and estar to appropriately express “to be” in the target language.	7. WL.7.1.NM.C.C.6
8. Compare and contrast school and after-school activities in Spanish-speaking countries and in the United States.	8. WL.7.1.NM.B.C.1,4
9. Compare and contrast working habits of young people in Spanish-speaking countries in the United States.	9. WL.7.1.NM.B.C.1,4

Inter-Disciplinary Connections:

Social Studies: Use the Asi Se Dice textbook (Geovistas section) to identify countries talked about in class on a map.

Math: Calculate money conversions (peso to dollar).

Technology: Highlight uses for electronic devices. Google classroom will be integrated throughout the course for assignments and assessments.

Students will engage with the following text:

- "Asi Se Dice" textbook (Glencoe)
- "Asi Se Dice" Practice Workbook/Audio Activities (Glencoe)
- "Asi Se Dice" e-book (online textbook) Instructional Videos (vocabulary, grammar, culture) (Glencoe)
- "Quia.com" website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments

Students will write:

- Open-ended questions to give and find out information about school activities and after school activities.
- Fill in the blank questions on information about school and school schedules and activities.
- Labeling school schedules, pictures of school items/activities.
- Written dialog to discuss their school day and planning activities after school.
- Paragraphs (in English) about the classroom, school clothes and school supplies, after school activities.
- Conjugations on *ar* verbs, some irregular verbs, contractions, and cultural topics.
- Cornell Notes (geography and culture- comparing student employment in Spanish-speaking countries to the USA, comparing private schools to public schools in USA and Spanish-speaking countries).

Modifications/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions, Start the dialogs and have them fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modification/Accommodations for gifted and talented learners:

- Students will be given additional vocabulary.
- Student may be required to write a short play and direct the class to perform the play.
- Student may be asked to help struggling learners with their dialogs (writing, speaking, and listening)
- Students will write editorials, letters, etc., to target language newspapers in the United States.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Foldables: to learn and reinforce vocabulary pertaining to family and home.
- Vocabulary book as study guide to practice vocabulary pertaining to the house and family (mini book).
- Index cards (for summarizing) to practice words for family members and the home.
- Conjugation chart of the verb “tener”.
- Flashcards (for vocabulary practice) to practice words for family members, house, conjugation of the verb “tener”, and the use of the possessive adjectives.
- Power Point presentations for vocabulary introduction/pronunciation/review, name vocabulary, name grammar.
- Power Point presentations for grammar introduction/practice.
- Authentic videos for grammar, vocabulary, and cultural information using glencoe.com.
- Venn Diagrams (compare and contrast homes styles in US versus Spanish-speaking countries).
- Information Gap activities (vocabulary of family members, pets, rooms, types of housing, furniture, physical descriptions, age, possessions, and suburban and urban life).
- Graphic Organizers (to help with reading comprehension during cultural reading).
- Visual aids (examples of different styles of homes by using the LCD projector).
- Hands-on activities (Smart Board games, activities for vocabulary pertaining to family and house, make a model of your dream home with clay, or as diorama or architectural blueprint, family photo album).
- Listening activities (CD, Power Point presentations, music CD’s, teacher-lead choral response, Audio Workbook)
- Note-taking (Power Points, teacher lecture, e-book maps, textbook readings, grammar vocabulary)
- Guided short writing activities (from textbook, Power Point notes)
- Practice Workbook activities (vocabulary, grammar, culture)

Modifications/Accommodations for struggling learners:

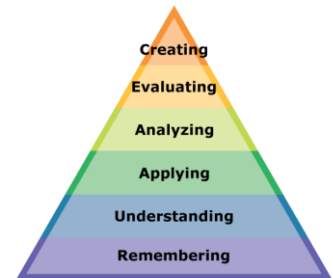
- Guided notes with fill in the blanks for Power Point presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses.

Modifications/Accommodations for gifted and talented learners:

- Students will research and discuss cultural issues/perspectives in more depth.
- Students will answer and pose questions that involve inference and focus on complex cross-curricular themes or global problems.
- Students will explain reasons for taking a certain position or making a specific decision both orally and in writing.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Quiz 1: school activities and school supplies.
- Quiz 2: after school activities
- Quiz 3: regular *-ar* verbs, and the irregular verb *dar*
- Quiz 4: *ser vs. estar*
- Test on school activities, after school activities, and school supplies; *-ar* verbs, the 3 irregular verbs *ir, dar, & estar*; comparing student employment in Spanish-speaking countries to the USA, comparing private schools to public schools in USA and Spanish-speaking countries.
- Homework (quia or written) to practice vocabulary on school supplies and the school day/after school day
- Class discussions/oral participation on comparing student employment in Spanish-speaking countries to the USA, comparing private schools to public schools in USA and Spanish-speaking countries.
- Notebook Checks/Vocabulary sheets on school activities, school supplies, after school activities.
- Classwork on a variety of facts relating to school activities and supplies and schools in Spain and Latin America.

Modification/Accommodations for struggling learners:

- Provide student with study guide, more space on the guide for them to fill out the guide.
- Quizzes and tests – less questions, more time, remove ambiguous choices in multiple choice, avoid true and false.
- Clarify directions, check for understanding, have student reiterate the directions.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, tell, Compare, Discuss, Express, or Translate.

Modifications/Accommodations for gifted and talented learners:

- Well-articulated assignments that require higher cognitive processing, in-depth content and alternate modes of communication.
- Provide opportunities for the student to pursue alternate activities to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
- Create the crossword puzzle for the class.

General Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating
- Repeat directions orally
- Restate directions/Model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests, quizzes, activities
- Examiner reads assessment to student
- Re-test failures
- Hard copy of notes

Summative Assessments:

- Unit benchmark that will cover all of the Chapter 3 material, including: school/after school activities, school supplies, school schedules, regular -ar verbs in the present tense, the irregular verbs *dar* and *estar*, and then *ser* vs. *estar*.
- Unit/Chapter projects encompassing the material covered.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, tell, Compare, Discuss, Express, or Translate.

Modification/Accommodations for struggling learners:

- Provide student with study guide, more space on the guide for them to fill out the guide.
- Provide word bank, decrease number of questions, read directions, model responses, larger font

and more white space, provide opportunity to finish at another time.

Modifications/Accommodations for gifted and talented learners:

- Tests and quizzes should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- Increased writing and reading in questions and responses.

Performance Assessments:

- Projects on school activities, after school activities (for example your school schedule during the day and after school), and school supplies, using *-ar* verbs, **the irregular verbs *dar*, & *estar*, and the differences between *ser* and *estar*.**
- Dialogs on school activities, after school activities, and school supplies, using *-ar* verbs, **the irregular verbs *dar*, & *estar*, and the differences between *ser* and *estar*.**
- Role plays on school activities, after school activities, and school supplies, using *-ar* verbs, **the irregular verbs *dar*, & *estar*, and the differences between *ser* and *estar*.**
- Oral participation.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, tell, Compare, Discuss, Express, or Translate.

Modifications/Accommodations for struggling learners:

- Provide clear and concise rubric, simplify project directions, and give directions for one section of the project at a time.

Modifications/Accommodations for gifted and talented learners:

- Give assignments involving more sophisticated computer research and reporting in the target language.
- Give handouts, information for web searches, etc., in the target language.
- Expect them to process a greater volume of any given print material and give them option of independent world language projects of choice.

General Accommodations/Modifications:

- Extended time
- Individual presentations with teacher only

- Eliminate oral participation grade
- Allow for students to work individually, even in paired or group activities
- Simplify project requirements

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: SPANISH 1 – Unit 5 – ¿Que comemos y donde?</p>	<p>Unit Summary: In this unit, students will learn to identify foods and discuss meals in the Spanish-speaking world. They will also role play ordering food and beverages in an outdoor café. Students will compare the eating habits and customs of people living in the United States with people from Latin America and Spain. In order for students to communicate these concepts, they will use present-tense verb conjugations of regular –er and –ir verbs. Students will also gain proficiency in the use of the verb infinitive expressions: <i>ir a, tener que, and acabar de</i>.</p>
<p>Grade Level(s): 9-12</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How can I identify foods in Spanish? ● How can I discuss meals in Spanish? ● How can I talk about places where I like to go to eat? ● How can I talk about mealtimes? ● How do I order food at a restaurant or an outdoor cafe? ● How do I order beverages at a restaurant or an outdoor cafe? ● How do I use my number knowledge in the target language to discuss currencies and paying for meals? ● How do I request the check in a restaurant or an outdoor cafe? ● What is a regular –er/-ir verb, and how do I use them to describe actions? ● How do I use the verb 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● There are different foods and food customs throughout Latin America and Spain. ● There are ways to express needs regarding dining customs and restaurant etiquette in the Spanish-speaking world that may differ from the United States. ● Regular -er/ir verbs are used to express many actions ● There are verb infinitive expressions: <i>ir a, tener que, and acabar de</i> that help describe actions. ● While there are many contractions in English, there are only 2 in Spanish. ● Meal times differ from those in the United States in Latin America and Spain, and they are rooted in cultural value systems and lifestyles. ● Places where people enjoy both large and small meals in Latin America and Spain differ from those in the United States. ● Foods vary by regional climate and geographical location and traditional dishes vary throughout Spain and Latin America.

<p>“to go” in the target language?</p> <ul style="list-style-type: none"> ● What is an infinitive verb phrase? ● Are there any contractions in Spanish? ● What are typical foods that people order in an outdoor café in Latin America or Spain? ● What are “tapas” and where does the tradition of eating “tapas” originate? ● What are typical mealtimes in Spain and Latin America? 	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Identify and categorize meals, foods, and beverages.	1. WL.7.1.NM.A.L.1
2. Express feelings of hunger and thirst.	2. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d
3. Ask someone what they eat for breakfast, lunch, and dinner.	3. WL.7.1.NM.A.L.1;
4. Identify typical “tapas” foods enjoyed throughout Latin America and Spain.	WL.7.1.NM.B.L.1.a,b,c,d 4. WL.7.1.NM.A.C.3
5. Encounter an available table, order foods, and request the check in an outdoor café or restaurant.	5. WL.7.1.NM.A.C.3
6. Conjugate and use regular <i>-er/ir</i> verbs in Spanish.	6. WL.7.1.NM.C.C.6
7. Conjugate and use the irregular verb <i>-ver</i> in Spanish.	7. WL.7.1.NM.C.C.6
8. Use the infinitive verb expressions “tener que” to express things they have to do.	8. WL.7.1.NM.C.C.6
	9. WL.7.1.NM.C.C.6

<p>9. Use the expression “ir a + infinitive” to express the simple future tense.</p> <p>10. Use the expression “acabar de” to express activities they have just completed.</p> <p>11. Correctly utilize the 2 contractions <i>al</i> and <i>del</i>.</p> <p>12. Compare/contrast eating habits in the United States and Spanish-speaking countries.</p>	<p>10. WL.7.1.NM.C.C.6</p> <p>11. WL.7.1.NM.C.C.6</p> <p>12. WL.7.1.NM.B.C.1,4</p>
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Inter-Disciplinary Connections:

- **Health/Physical Education:** Prioritize proper nutritional needs and healthy eating habits; draw a food pyramid.
- **Technology:** Utilize the following website: [glencoe.com/teacher resources/eculture](http://glencoe.com/teacherresources/eculture); Website: googleearth.com; Google images: cultural snapshots. Google classroom will be integrated throughout the course for assignments and assessments.
- **Math:** Totaling the check in a restaurant or café; converting currencies.
- **Social Studies:** Analyze cultural value systems, traditions, dietary needs and availability of foods based on geographical location.

Students will engage with the following text:

- “Asi Se Dice” textbook (Glencoe)
- “Asi Se Dice” Practice Workbook/Audio Activities (Glencoe)
- “Asi Se Dice” ebook (online textbook) Instructional Videos (vocabulary, grammar, culture) (Glencoe)
- “Quia.com” website for access to the ebook, homework activities, extended practice, pre-tests, alternate assignments

Students will write:

- Open-ended questions on mealtimes, food items, menu selections, ordering food in an outdoor café or restaurant.
- Fill in the blank questions to categorize foods and beverages.
- Labeling various pictures of foods and drinks.
- Written dialogs and role plays based on realistic scenarios in outdoor cafes or restaurants.
- Paragraphs (in English about cultural topics related to meals and meal times).

- Cornell Notes (verb conjugations of *-er, -ir* verbs and verb infinitive expressions).

Modification/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions, start the dialogs and have them fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modification/Accommodations for gifted and talented learners:

- Students can create original songs, stories, short plays, poems, designs, etcl, showing multicultural perspectives of a specific theme.
- Students will be given additional listening comprehension tasks.
- Students will retell a story or experience from other content areas in the target language.
- Students will write editorials, letters, etc. to target newspapers in the United States.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Foldables as study guides on vocabulary words pertaining to foods, beverages, meal times and customs.
- Index cards (for summarizing *-er, -ir* verb endings; verb expressions “tener que, acabar de, ir a infinitive).
- Flashcards (for vocabulary practice on foods on beverages from the United States and Latin America/Spain).
- Power Point presentations for vocabulary introduction/pronunciation/review on foods, beverages, meals.
- Power Point presentations for grammar introduction of *-er, -ir* verb endings/practice.
- Authentic videos for vocabulary on foods, beverages, meals , and cultural information demonstrating real-life scenarios in outdoor cafes in Latin America.
- Venn Diagrams (compare and contrast food items and meal times between the United States and Latin America/Spain).
- Information Gap activities (expressing hunger and thirst and offering suggestions to satisfy them)
- Story Boards to depict and illustrate dialogs in outdoor cafes about ordering foods and beverages.
- Visual aids (pictures of foods and beverages from authentic menus in Spanish).
- Hands-on activities (Smart Board games, activities to match pictures of foods with Spanish words).
- Listening activities (CD activities based on vocabulary on foods and beverages, Power Point presentations to repeat correct pronunciation of food and beverage vocabulary.

- Note-taking (Power Points, teacher lecture, ebook maps, textbook readings).
- Guided short writing activities (from textbook, Power Point notes).
- Practice Workbook activities (food and beverage vocabulary exercises, *-er, -ir* verb practice, verb expressions followed by verb infinitive practice activities.)

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for Power Point presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses.

Modifications/Accommodations for gifted and talented learners:

- Students will research and discuss cultural issues/perspectives in more depth.
- Students will answer and pose questions that involve inference and focus on complex cross-curricular themes or global problems.
- Students will explain reasons for taking a certain position or making a specific decision both orally and in writing.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM’S LEVELS.**



Formative Assessments:

- Quiz 1: foods and beverages from the United States
- Quiz 2: foods from Latin America and Spain **and cafe-related vocabulary**
- Quiz 3: *-er, -ir* verb conjugations
- **Quiz 4: Infinitive verb expressions; *ir a, tener que, and acabar de.***
- Chapter 4 Test covering vocabulary on foods, meals; *-er, -ir* verb conjugations, verb expressions with infinitives.
- **Homework: Quia and workbook** exercises answering written questions on meals and mealtimes; what people see and do using *-er, -ir* verb conjugations)
- Class discussions comparing meal traditions in the United States with traditions in Latin America and Spain
- Notebook Checks (study flashcards on *-er, -ir* verb conjugations, vocabulary sheets on foods/beverages)
- Crossword puzzles on vocabulary relating to foods and beverages

Modifications/Accommodations for struggling learners:

- Provide student with study guide, more space on the guide for them to study the guide.
- Quizzes and tests – less questions, more time, remove ambiguous choices in multiple choice, avoid true and false.
- Clarify directions, check for understanding, have student reiterate the directions.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Modifications/Accommodations for gifted and talented learners:

- Well-articulated assignments that require higher cognitive processing, in-depth content, and alternate modes of communication.
- Provide opportunities for the student to pursue alternate activities to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.

General Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating
- Repeat directions orally
- Restate directions/Model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests, quizzes, activities
- Examiner reads assessment to student
- Re-test failures
- Hard copy of notes

Summative Assessments:

- Cumulative test on Chapter 4 material, including: foods, meals, mealtimes, regular -er/-ir verbs in the present tense, the irregular verb *ir* and its accompanying contractions, and infinitive verb phrases.
- Unit/Chapter projects encompassing the material covered.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, tell, Compare, Discuss, Express, or Translate.

Modification/Accommodations for struggling learners:

- Provide student with study guide, more space on the guide for them to fill out the guide.
- Provide word bank, decrease number of questions, read directions, model responses, larger font and more white space, provide opportunity to finish at another time.

Modifications/Accommodations for gifted and talented learners:

- Tests and quizzes should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- Increased writing and reading in questions and responses.

Performance Assessments:

- Project: create a menu consisting of typical Latin American and Spanish foods
- Dialogs/role plays depicting realistic conversations in restaurants and outdoor cafes, i.e. ordering food, asking the waiter or waitress for the check, etc.
- Oral participation: read aloud dialogs from textbook asking people where and when they eat various foods.
- Jigsaw puzzle games via Smart Board/LCD Projector to piece together words on foods, beverages, & meals.

Modifications/Accommodations for struggling learners:

- Provide clear and concise rubric, simplify project directions, and give directions for one section of the project at a time.

Modifications/Accommodations for gifted and talented learners:

- Give assignments involving more sophisticated computer research and reporting in the target language.
- Give handouts, information for web searches, etc., in the target language.
- Expect them to process a greater volume of any given print material and give them option of independent world language projects of choice.

General Accommodations/Modifications:

Extended time
Individual presentations with teacher only
Eliminate oral participation grade

Allow for students to work individually, even in paired or group activities

Simplify project requirements

Give written copy of notes to students

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: SPANISH 1 - Unit 6 – Deportes	Unit Summary: In this unit, students will talk about different sports that are popular in the Spanish-speaking world, describe a soccer uniform, and its various colors. They will compare sports in the United States and Spanish-speaking countries. To discuss these subjects, students will use the present tense of stem-changing verbs and the verbs to interest (<i>interesar</i>), to bore (<i>aburrir</i>), and to like (<i>gustar</i>).
Grade Level(s): 9-12	
Essential Question(s): <ul style="list-style-type: none"> ● How do I talk about sports in Spanish? ● How do I describe a soccer uniform? ● How do I identify colors? ● How do I conjugate stem-changing verbs in the present tense? ● How do I use the verbs “<i>interesar</i>”, “<i>aburrir</i>” and “<i>gustar</i>”? ● How do I compare sports in the U.S. with other countries? ● What influences have the U.S. and Spanish-speaking countries had on each other’s sports? 	Enduring Understanding(s): <ul style="list-style-type: none"> ● There are different expressions to talk about team sports in Spanish. ● There are ways to describe a soccer uniform by naming the items that they wear. ● Colors can be used to describe clothing and team jerseys. ● There are stem-changing verbs in the target language. Some of these include e-ie, o-ue, and u-ue verbs. ● There are verbs that express one’s feelings about sports and other activities, that use indirect object pronouns and do not follow regular verb rules. ● Sports of the United States have influenced sports in many Spanish-speaking countries. ● Sports of Spanish-speaking countries have influenced U.S sports.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

Learning Target	NJSLS or CCSS
1. Discuss soccer, baseball, basketball and tennis.	1. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,

2. Describe a soccer uniform.	d
3. Identify colors.	2. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,
4. Compare/contrast team sports in the United States with Spanish-speaking countries.	d
5. Conjugate some stem changing verbs in the present tense.	3. WL.7.1.NM.A.L.1
6. Use verbs such as <i>to interest</i> , <i>to bore</i> and <i>to like</i> to express feeling about activities.	4. WL.7.1.NM.A.C.1,4,7
7. Identify the main ideas and other significant ideas when reading about Roberto Clemente.	5. WL.7.1.NM.C.C.6
	6. WL.7.1.NM.C.C.6
	7. WL.7.1.NM.C.C.6

Inter-Disciplinary Connections:

Physical Education: Learn the importance of physical activity to improve and maintain health.

Social Studies: Compare/contrast the importance of sports in the U.S. and Spanish-speaking countries.

Technology: Watch segments of World Cup games. Google classroom will be integrated throughout the course for assignments and assessments.

Students will engage with the following text:

- “Asi Se Dice” textbook (Glencoe)
- “Asi Se Dice” Practice Workbook/Audio Activities (Glencoe)
- “Asi Se Dice” ebook (online textbook) Instructional Videos (vocabulary, grammar, culture) (Glencoe)
- “Quia.com” website for access to the ebook, homework activities, extended practice, pre-tests, alternate assessments.

Students will write:

- Open-ended questions on: popular sports, preferences and team uniforms.
- Fill in the blank questions on popular sports, preferences and team uniforms.
- Labeling; written dialogs; paragraphs (in English about cultural topics such as comparing sports in

the USA with sports in Spanish-speaking countries)

- Cornell Notes on verb conjugations.
- Paragraph comparing the sports in the U.S. and in Spanish-speaking countries.
- Essay on how the U.S. brought baseball to the Americas and how now Major League Baseball has so many Hispanic players.
- Dialogs with a partner expressing their interests in various sports or and dislike or boredom of other sports.

Modification/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions, Start the dialogs and have them fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modification/Accommodations for gifted and talented learners:

- Students will be given additional vocabulary.
- Student may be required to write a short play and direct the class to perform the play.
- Student may be asked to help struggling learners with their dialogs (writing, speaking, and listening)

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Foldables as study guides (present tense of stem-changing verbs).
- Index cards (grouping equipment and game words with each sport.)
- Flashcards (for vocabulary practice on sports names, general sport information, colors, uniform clothing).
- Power Point presentations for vocabulary introduction/pronunciation/review (sports names and game information).
- Power Point presentations for grammar introduction/practice (verb conjugations for gustar, interesar, aburrir).
- Authentic videos for grammar, vocabulary, and cultural information (Samples of World Cup soccer games and ensuing celebrations, glencoe.com.)
- Venn Diagrams (compare and contrast cultures and impact each culture has had on sports in U.S. and Hispanic countries.
- Information Gap activities (vocabulary - asking each other whether they like sports, what sports they play or watch).
- Graphic Organizers – comparison of sports, team colors of soccer teams in Spain and Latin America.

- Visual aids – balls for each sport, other sport equipment in miniature or life size).
- Hands-on activities (Smart Board games, activities).
- Listening activities (CD, Power Point presentations, music CD's, teacher-lead choral response, Audio
- Workbook).
- Note-taking (Power Points, teacher lecture, ebook maps, textbook readings).
- Guided short writing activities (from textbook, Power Point notes, from exercises).
- Practice Workbook activities (vocabulary, grammar, culture).

Modifications/Accommodations for struggling learners:

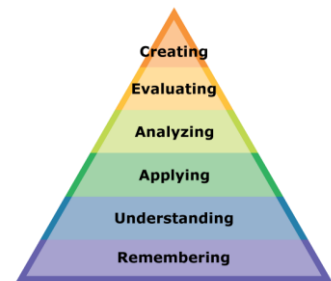
- Guided notes with fill in the blanks for Power Point presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses.

Modifications/Accommodations for gifted and talented learners:

- Students will research and discuss cultural issues/perspectives in more depth.
- Students will answer and pose questions that involve inference and focus on complex cross-curricular themes or global problems.
- Students will explain reasons for taking a certain position or making a specific decision both orally and in writing.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Quiz 1: vocabulary relating to soccer.
- Quiz 2: vocabulary related to baseball, basketball and tennis.
- Quiz 3: the stem changing verbs (e to ie), the stem changing verbs (o to ue), the stem changing verbs (u to ue).
- Quiz 4: verbs *interesar*, *aburrir*, and *gustar*.
- Tests – Listening Comprehension (sports), Written Test (sports, stem-changing verbs in the present-tense, verbs *interesar*, *aburrir*, and *gustar*, colors and some clothing items (uniform).
- Homework (Quia or written) – daily vocabulary, conjugation of stem-changing verbs.
- Class discussions/oral participation – sports preferences, sport game outcomes, sports that we play versus sports that we watch.
- Notebook Checks/vocabulary sheets on a variety of vocabulary pertaining to foods, -er and -ir verb conjugations; verbs *interesar*, *aburrir*, and *gustar*.
- Classwork to practice all sports-related vocabulary and irregular verbs.

Modifications/Accommodations for struggling learners:

- Provide student with study guide, more space on the guide for them to fill out the guide.
- Quizzes and tests – less questions, more time, remove ambiguous choices in multiple choice, avoid true and false.
- Clarify directions, check for understanding, have student reiterate the directions.
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Bloom's Levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Modifications/Accommodations for gifted and talented learners:

- Well-articulated assignments that require higher cognitive processing, in-depth content, and alternate modes of communication.
- Provide opportunities for the student to pursue alternate activities to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.

General Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating

- Repeat directions orally
- Restate directions/model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests, quizzes, activities
- Examiner reads assessment to student
- Re-test failures
- Hard copy of notes

Summative Assessments:

- Cumulative benchmark on previously covered material in addition to Chapter 5 knowledge (sports, sports equipment, present-tense stem-change verbs, and the irregular verb *gustar*).
- Unit/Chapter projects encompassing the material covered.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, tell, Compare, Discuss, Express, or Translate.

Modification/Accommodations for struggling learners:

- Provide student with study guide, more space on the guide for them to fill out the guide.
- Provide word bank, decrease number of questions, read directions, model responses, larger font and more white space, provide opportunity to finish at another time.

Modifications/Accommodations for gifted and talented learners:

- Tests and quizzes should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- Increased writing and reading in questions and responses.

Performance Assessments:

- Projects, i.e. research U.S. impact on baseball becoming the favorite sport in Dominican Republic, Cuba and other Caribbean and northern South American countries. Design a unique soccer uniform for a Spanish-speaking country based on flag colors. Research and describe a Latino sports figure.
- Dialogs – Write and present dialogs on sports, including play-by-play descriptions.
- Role plays using charade- like activities to identify sports.
- Oral participation – describe a sport and someone has to respond with which sport

- Oral participation for a daily grade.

Accommodations/Modifications:

Extended time

Individual presentations with teacher only

Eliminate oral participation grade

Allow for students to work individually, even in paired or group activities

Simplify project requirements