

TOWNSHIP OF UNION PUBLIC SCHOOLS



World Language Curriculum Spanish Grades 7

Adopted: December 19, 2023

Unit: 1

Grade: 7

Timeframe: 1 week

Guiding Questions

What does your typical school schedule look like?

How do you manage your time before, during, and after school?

What school subject resonates with you the most, and why is it your favorite?

Who is the teacher that has had the most significant impact on you?

In what ways are the American education system and the education system in the target culture similar?

Standards

Proficiency Level: Novice Med

Topic: School Day

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

Students interpret authentic written and video/audio texts such as blogs, online Interpretive biographies, social network sites, stories and short clips from movies and television that focus on daily routine, school schedule, home schedule, ordinal numbers and sequence of events.

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own culture in highly contextualized oral text.

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT interpret meaning from reading and written materials.

WWBAT recognize climate change words.

Interpersonal:

Students engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to their daily routine, school schedule, home schedule, ordinal numbers and sequence of events.

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT Use appropriate culturally targeted vocabulary for familiar topics.

WWBAT Ask and respond to memorized questions relating to familiar topics.

WWBAT Identify visually preferences and/or feelings.

WWBAT imitate authentic gestures.

WWBAT identify climate change words.

Presentational:

Students use lists, chunks of language and memorized phrases to describe their daily routine, school schedule, home schedule, and the times these events occur in their schedule while using culturally appropriate gestures and intonations.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT communicate in the target language.

WWBAT present information on basic preferences and/or feelings to an audience of listeners.

WWBAT use climate change words.

Intercultural Statements (WWBAT)

WWBAT recognize and identify different educational school systems .

WWBAT describe the rooms of the house.

WWBAT identify school subjects and extra curricular activities.

WWBAT identify vocabulary associated with school subjects

WWBAT express opinions on school subjects, teachers and schedules.

Career Readiness, Life Literacies, Key Skills Standards:

- **Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:

Education, Health, Arts and Technology.

Social-Emotional Learning Competencies:

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Students will begin Unit 1 translating new vocabulary for the school day and use prior knowledge of the school unit. Teacher will use different interactive activities such as Blooket, quizzz, kahoot and games to reinforce vocabulary and also as motivational tools. Students will work individually, in pairs and in groups. Students will be introduced to the culture of the Spanish language using the four skills: reading, writing, listening and speaking. Dialogues/ conversations will be used to enhance student-student speaking interactions. Several authentic resources will be used together with videos and songs.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) <u>See link for additional modifications</u>
<p>WALT describe school schedule, school subjects and class periods.</p> <p>Express opinions about school subjects and objects.</p> <p>Indicate the order and time classes occur.</p> <p>Use present tense to express what one does in school and daily schedule.</p>	<ul style="list-style-type: none"> • Pair & Share. • Role Play • Hand gestures • Computer generated learning games 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Physical Response • Teacher Observation 	<ul style="list-style-type: none"> • Students will play games to identify the school day vocabulary in Spanish. • Students will watch culturally authentic video clips and related to the house https://www.youtube.com/watch?v=5MZrVFhnxic • Students will practice computer generated games • Discuss school day 	<ul style="list-style-type: none"> • Additional processing time • Cues and prompts • Embedded choices • Practice time • Shorten task • Provide choices • Provide visuals • Breaking down assignments • Learning centers

<p>WALT recognize school courses.</p> <p>describe their school schedule.</p>	<ul style="list-style-type: none"> • Computer generated selection games. • TPR (Total Physical Response) • Use visual support and background Knowledge. • Repeat. • Restate. • Pair & Share 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Teacher Observation 	<ul style="list-style-type: none"> • Students will practice the school day vocabulary in Spanish. • Students will watch culturally authentic video clips and • Students will list their school schedule. • Students will play different games to practice vocabulary about calendar • Students will recognize the school day vocabulary. 	<ul style="list-style-type: none"> • Allowance for individual student interests • Allowance for students to make independent plans for independent learning • Variety in types of authentic resources • Allow time with like-intellectual peers • Use open-ended questioning strategies
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Common Formative Assessment: Role play, and expressions to talk about the school day.

Computer generated tasks.	Speaking exercises.	Role play.	Listening exercises.	Student self-assessment.
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Summative Assessments

Listening, speaking activities and their school schedule.

What does your typical school schedule look like?

Visual Schedule Presentation: Students create visual representations (charts, graphs, or infographics) of their typical school schedules, detailing each class and activity. They present these schedules in Spanish, explaining the flow of their day.

Interview and Report: Students interview classmates about their school schedules in Spanish. They compile the information into a report, highlighting similarities and differences in schedules within the class.

How do you manage your time before, during, and after school?

Time Management Diary: Students maintain a time management diary for a week, recording activities before, during, and after school. They use Spanish to describe their routines and strategies for managing time effectively.

Roundtable Discussion: In groups, students participate in a roundtable discussion in Spanish, sharing their time management tips and strategies. They discuss challenges and successes in balancing various activities

Interdisciplinary Connections

- Art: create a school schedule/calendar of daily activities.

Unit: 2
Grade: 7
Timeframe: 1 week

Guiding Questions

What are the distinctive features and characteristics that define the appearance and atmosphere of your neighborhood?

How do various communities differ in terms of culture, demographics, and social dynamics, and how do these differences contribute to community identity?

What architectural elements and structures shape the physical landscape of your community, and how do they reflect the community's history and values?

In what ways do local activities and amenities contribute to the vibrancy and sense of belonging within your community?

What modes of transportation play a role in connecting individuals within your community, and how do they impact the accessibility and connectivity of the area?

How do certain aspects of American communities compare and contrast with those of the target culture, and what cultural influences shape the similarities between them?

Who constitutes your immediate community, and how do relationships with neighbors contribute to a sense of community and shared identity?

Standards

Proficiency Level: Novice Med

Topic: Community

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

Students interpret authentic written and video/audio texts such as Interpretive biogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own culture in highly contextualized oral text.

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT Interpret meaning from reading and written materials.

WWBAT recognize climate change words.

Interpersonal:

Students engage in short unrehearsed/unscripted conversations with Interpersonal classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT Use appropriate culturally targeted vocabulary for familiar topics.

WWBAT Ask and respond to memorized questions relating to familiar topics.

WWBAT Identify visually preferences and/or feelings.

WWBAT imitate authentic gestures.

WWBAT identify climate change words.

Presentational:

TStudents use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures

or visuals.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT communicate in the target language.

WWBAT present information on basic preferences and/or feelings to an audience of listeners.

Intercultural Statements (WWBAT)

WWBAT Identify vocabulary associated with places in the community. .

WWBAT Express where people go to complete particular errands.

WWBAT Express where people go to participate in activities.

WWBAT Give and follow directions from one place to another.

WWBAT describe their neighbors?

Career Readiness, Life Literacies, Key Skills Standards:

- **Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:
Education, Health, Arts and Technology.

Social-Emotional Learning Competencies:

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan

Students will begin Unit 2 translating new vocabulary for the community and use any prior knowledge. Teacher will use different interactive activities such as Blooket, quizziz, kahoot and games to reinforce vocabulary and also as motivational tools. Students will work individually, in pairs and in groups. Students will be introduced to the culture of the Spanish language using the four skills: reading, writing, listening and speaking. Dialogues/ conversations will be used to enhance student-student speaking interactions. Several authentic resources will be used together with videos and songs.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) <u>See link for additional modifications</u>
<p>WALT Identify vocabulary associated with places in the community.</p> <p>Express where people go to complete particular errands.</p>	<ul style="list-style-type: none"> ● Pair & Share. ● Role Play ● Hand gestures ● Computer generated learning games ● Vocabulary 	<ul style="list-style-type: none"> ● Listening comprehension. ● Verbal assessment. ● Physical Response ● Teacher Observation 	<ul style="list-style-type: none"> ● Students will play games to identify the school day vocabulary in Spanish. ● Students will watch culturally authentic video clips related to the community. <p>https://www.youtube.com/watch?v</p>	<ul style="list-style-type: none"> ● Additional processing time ● Cues and prompts ● Embedded choices ● Practice time ● Shorten task ● Provide choices ● Provide visuals ● Breaking down

<p>Express where people go to participate in activities</p> <p>Give and follow directions from one place to another</p>	<p>bingo</p>		<p><u>=CUjDyC4G4mE</u></p> <ul style="list-style-type: none"> • Students will practice computer generated games. • Discuss activities in your community. <p><u>https://www.youtube.com/watch?v=8hkXxmtvcdw</u></p>	<p>assignments</p> <ul style="list-style-type: none"> • Learning centers
<p>WALT recognize places in the community/city.</p> <p>describe their neighbors.</p> <p>Identify modes of transportation.</p>	<ul style="list-style-type: none"> • Computer generated selection games. • TPR (Total Physical Response) • Use visual support and background Knowledge. • Repeat. • Restate. • Pair & Share 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Teacher Observation 	<ul style="list-style-type: none"> • Students will practice the community vocabulary in Spanish. • Students will watch culturally authentic video clips • Students will list places in the community • Students will play different games to practice vocabulary about the community • Students will recognize the community vocabulary. 	<ul style="list-style-type: none"> • Allowance for individual student interests • Allowance for students to make independent plans for independent learning • Variety in types of authentic resources • Allow time with like-intellectual peers • Use open-ended questioning strategies
<p>Common Formative Assessment: Role play, and expressions to talk about the community.</p>				

Computer generated tasks.	Speaking exercises.	Role play.	Listening exercises.	Student self-assessment.
Summative Assessments				
<p>Listening, speaking activities about their community/city</p> <p>What are the distinctive features and characteristics that define the appearance and atmosphere of your neighborhood?</p> <p>Neighborhood Documentary: Students create a documentary showcasing the unique features of their neighborhood. They use multimedia elements and narration in the target language to describe the environment, architecture, and community life.</p> <p>How do various communities differ in terms of culture, demographics, and social dynamics, and how do these differences contribute to community identity?</p> <p>Cultural Exchange Fair: Students research and represent different communities, either within their country or globally, in a cultural exchange fair. They present information in the target language, highlighting cultural, demographic, and social aspects.</p>				
Interdisciplinary Connections				
<ul style="list-style-type: none"> ● Art: create a map of their neighborhood. ● History: Discuss historic sites. 				

Unit: 3
Grade: 7
Timeframe: 1 week

Guiding Questions

How do individuals choose to spend their leisure time, and what activities contribute to personal well-being and fulfillment?

What are the diverse activities and pastimes that individuals engage in for enjoyment and relaxation, and how do these activities vary across cultures?

What recreational opportunities and activities are accessible within your local community, and how do they contribute to community engagement and social connections?

How do families come together through shared activities, and what role do these activities play in fostering familial bonds and creating lasting memories?

In what ways do certain activities in America align with or differ from those in the target culture, and how do cultural influences shape these similarities and distinctions?

What sports are traditionally popular in the target countries, and how do these sports reflect cultural values, traditions, and societal preferences?

Standards

Proficiency Level: Novice Med

Topic: Leisure Activities

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

Students interpret authentic written and video/audio texts such as blogs, online interpretive biographies, social network sites, stories and short clips from movies and television that focus on daily routine, school schedule, home schedule, ordinal numbers and sequence of events.

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own culture in highly contextualized oral text.

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT Interpret meaning from reading and written materials.

WWBAT recognize climate change words.

Interpersonal:

Students engage in short unrehearsed/unscripted conversations with classmates, the Interpersonal teacher and members of the target language community, in which they ask and answer memorized questions related to their daily routine, pastimes and family events.

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT Use appropriate culturally targeted vocabulary for familiar topics.

WWBAT Ask and respond to memorized questions relating to familiar topics.

WWBAT Identify visually preferences and/or feelings.

WWBAT imitate authentic gestures.

WWBAT identify climate change words.

Presentational:

Students use lists, chunks of language and memorized phrases to describe their daily routine, school schedule, home schedule, and the times these events occur in their activities while using culturally appropriate gestures and intonations.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures

or visuals.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT communicate in the target language.

WWBAT present information on basic preferences and/or feelings to an audience of listeners.

Intercultural Statements (WWBAT)

WWBAT Identify vocabulary associated with places in the community. .

WWBAT Express where people go to participate in activities.

WWBAT Give information about family pastimes.

WWBAT describe their favorite leisure activities?

Career Readiness, Life Literacies, Key Skills Standards:

- **Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers.

These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:

Education, Health, Arts and Technology.

Social-Emotional Learning Competencies:

Understands and use cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan

Students will begin Unit 3 translating new vocabulary for leisure activities and use any prior knowledge. Teacher will use different interactive activities such as Blooket, quizziz, kahoot and games to reinforce vocabulary and also as motivational tools. Students will work individually, in pairs and in groups. Students will be introduced to the culture of the Spanish language using the four skills: reading, writing, listening and speaking. Dialogues/ conversations will be used to enhance student-student speaking interactions. Several authentic resources will be used together with videos and songs.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) See link for additional modifications
<p>WALT Identify vocabulary associated with leisure activities.</p> <p>Express where people go to complete particular activities.</p>	<ul style="list-style-type: none"> ● Pair & Share. ● Role Play ● Hand gestures ● Computer generated learning games ● Vocabulary 	<ul style="list-style-type: none"> ● Listening comprehension. ● Verbal assessment. ● Physical Response ● Teacher Observation 	<ul style="list-style-type: none"> ● Students will play games to identify hobbies/pastime activities ● vocabulary in Spanish. ● Students will watch culturally authentic video clips related to the pastimes. 	<ul style="list-style-type: none"> ● Additional processing time ● Cues and prompts ● Embedded choices ● Practice time ● Shorten task ● Provide choices ● Provide visuals ● Breaking down

<p>Discuss various hobbies and extracurricular activities that they do.</p> <p>Express likes and dislikes with reference to hobbies/pastimes.</p> <p>Memorize fixed phrases and questions to ask and respond to questions related to leisure activities.</p>	<p>bingo</p>		<p>https://www.youtube.com/watch?v=1vO2y23c-zg</p> <ul style="list-style-type: none"> • Students will practice computer generated games. • Discuss activities you and your family and friends do. <p>https://www.youtube.com/watch?v=chlCVhbnTy4</p>	<p>assignments</p> <ul style="list-style-type: none"> • Learning centers
<p>WALT recognize different sports.</p> <p>describe their favorite pastime.</p> <p>Identify various hobbies/activities.</p>	<ul style="list-style-type: none"> • Computer generated selection games. • TPR (Total Physical Response) • Use visual support and background knowledge. • Repeat. • Restate. • Pair & Share 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Teacher Observation 	<ul style="list-style-type: none"> • Students will practice hobbies/activities vocabulary in Spanish. • Students will watch culturally authentic video clips • Students will list different pastimes • Students will play different games to practice vocabulary about the community • Students will recognize the pastime vocabulary. 	<ul style="list-style-type: none"> • Allowance for individual student interests • Allowance for students to make independent plans for independent learning • Variety in types of authentic resources • Allow time with like-intellectual peers • Use open-ended questioning strategies
<p>Common Formative Assessment: Role play, and expressions to talk about the community.</p>				

Computer generated tasks.	Speaking exercises.	Role play.	Listening exercises.	Student self-assessment.
Summative Assessments				
Listening, speaking activities about their leisure activities/hobbies/sports/pastimes.				
How do individuals choose to spend their leisure time, and what activities contribute to personal well-being and fulfillment?				
Leisure Time Reflection Project: Students create a multimedia presentation reflecting on their personal leisure activities. They discuss the activities that bring them joy, relaxation, and fulfillment, expressing themselves in the target language.				
What are the diverse activities and pastimes that individuals engage in for enjoyment and relaxation, and how do these activities vary across cultures?				
Cultural Exchange Fair - Hobbies Edition: Students research and present on various leisure activities and hobbies from different cultures. They create informative displays or presentations in the target language, highlighting cultural variations.				
What recreational opportunities and activities are accessible within your local community, and how do they contribute to community engagement and social connections?				
Community Activities Expo: Students organize an activities expo showcasing recreational opportunities in their local community. They create informational booths, brochures, and presentations in the target language to promote community engagement.				
How do families come together through shared activities, and what role do these activities play in fostering familial bonds and creating lasting memories?				
Family Activity Journal: Students keep a journal documenting shared activities with their families over a specified period. They write reflections in the target language, emphasizing the importance of these activities in family bonding.				
Interdisciplinary Connections				
<ul style="list-style-type: none"> ● Technology: Prezi, 7.1.NM.B.3 of the sports of the target culture. Microsoft Publisher, 7.1.NM.B.5 Students will discuss and ask Interactive Games, 7.1.NM.C.2 PowerPoint, Interactive about the sports they play using Games and PowerPoint fixed expressions and questions. NJSLS2 8.1.2.B.1 ● Language Arts: Listening, Speaking, Reading, Writing NJSLSA.R1 				

Unit: 4
Grade: 7
Timeframe: 1 week

Guiding Questions

- What are parts of the body?
- What are some functions of body parts?
- What activities are associated with body parts?
- What are some activities you do with your body parts?
- What are some articles of clothing associated with body parts?

Standards

Proficiency Level: Novice Med

Topic: Body

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

Students interpret authentic written and video/audio texts such as biogs, online Interpretive biographies, social network sites, stories and short clips from movies and television that focus on parts of the body

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own culture in highly contextualized oral text.

- WWBAT interpret meaning from viewing materials.
- WWBAT interpret meaning from listening materials.
- WWBAT interpret meaning from reading and written materials.
- WWBAT recognize climate change words.

Interpersonal:

Students engage in short unrehearsed/unscripted conversations with classmates, the Interpersonal teacher and members of the target language community, in which they ask and answer memorized questions related to their bodies.

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT Use appropriate culturally targeted vocabulary for familiar topics.

WWBAT Ask and respond to memorized questions relating to familiar topics.

WWBAT Identify visually preferences and/or feelings.

WWBAT imitate authentic gestures.

WWBAT identify climate change words.

Presentational:

Students use lists, chunks of language and memorized phrases to describe their daily routine, school schedule, home schedule, and the times these events occur in their activities while using culturally appropriate gestures and intonations.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT communicate in the target language.

WWBAT present information on basic preferences and/or feelings to an audience of listeners.

Intercultural Statements (WWBAT)

- WWBAT Identify vocabulary associated with the body.
- WWBAT Express parts of the body.
- WWBAT Give information about the body parts and its function.
- WWBAT describe their body parts and animal body parts

Career Readiness, Life Literacies, Key Skills Standards:

- **Personal Financial Literacy**
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- **Career Awareness, Exploration, and Preparation**
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **Career and Technical Education**
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:
Education, Health, Arts and Technology.

Social-Emotional Learning Competencies:

Understands and use cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan

Students will begin Unit 4 translating new vocabulary for the body and use any prior knowledge. Teacher will use different interactive activities such as Blooket, quizzz, kahoot and games to reinforce vocabulary and also as motivational tools. Students will work individually, in pairs and in groups. Students will be introduced to the culture of the Spanish language using the four skills: reading, writing, listening and speaking. Dialogues/ conversations will be used to enhance student-student speaking interactions. Several authentic resources will be used together with videos and songs.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) See link for additional modifications
<p>WALT Identify vocabulary associated with the body.</p> <p>Express where to locate body parts.</p> <p>Discuss various body parts and their functions</p> <p>Memorize fixed phrases and questions to ask and respond to questions related to the body.</p>	<ul style="list-style-type: none"> • Pair & Share. • Role Play • Hand gestures • Computer generated learning games • Vocabulary bingo 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Physical Response Teacher • Observation 	<ul style="list-style-type: none"> • Students will play games to identify body parts vocabulary in Spanish. • Students will watch culturally authentic video clips related to the body. <p>https://www.youtube.com/watch?v=q0c7xNootMI</p> <ul style="list-style-type: none"> • Students will practice computer generated games. • Discuss the body and their functions. <p>https://www.youtube.com/watch?v=kQm_6ZKKyGA</p>	<ul style="list-style-type: none"> • Additional processing time • Cues and prompts • Embedded choices • Practice time • Shorten task • Provide choices • Provide visuals • Breaking down assignments • Learning centers

<p>WALT recognize body parts.</p> <p>describe their favorite pastime and the body parts associated with the activity.</p> <p>Identify various body parts.</p>	<ul style="list-style-type: none"> • Computer generated selection games. • TPR (Total Physical Response) • Use visual support and background knowledge. • Repeat. • Restate. • Pair & Share 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Teacher Observation 	<ul style="list-style-type: none"> • Students will practice the body vocabulary in Spanish. • Students will watch culturally authentic video clips • Students will list different body parts • Students will play different games to practice vocabulary about the body • Students will recognize the body vocabulary. 	<ul style="list-style-type: none"> • Allowance for individual student interests • Allowance for students to make independent plans for independent learning • Variety in types of authentic resources • Allow time with like-intellectual peers • Use open-ended questioning strategies
<p>Common Formative Assessment: Role play, and expressions to talk about the community.</p>				
<p>Computer generated tasks.</p>	<p>Speaking exercises.</p>	<p>Role play.</p>	<p>Listening exercises.</p>	<p>Student self-assessment.</p>
<p>Summative Assessments</p>				
<p>Listening, speaking activities about the body.</p>				
<p>Interdisciplinary Connections</p>				
<ul style="list-style-type: none"> • Language Arts: Listening, Speaking, Reading, Writing NJLSA.R1 • Science: Anatomy/life sciences NJLS2 1.3-4.3.1.DCI-1 				

Unit: 5
Grade: 7
Timeframe: 1 week

Guiding Questions

What are common types of animals that people keep as pets in their homes, and how do these animals contribute to the lives of their owners?

What animals are typically found on farms, and how do they play essential roles in agriculture and daily life?

How do animals interact with their environments, and what activities do they engage in to meet their needs for survival and well-being?

What are the various habitats that animals inhabit, and how do these environments influence their behavior, adaptations, and characteristics?

What are the different body parts of animals, and how do these body parts contribute to their overall functionality, survival, and interactions with the environment?

Standards

Proficiency Level: Novice Med

Topic: Animals

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

Students interpret authentic written and video/audio texts such as biogs, online Interpretive biographies, social network sites, stories and short clips from movies and television that focus on animals.

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own culture in highly contextualized oral text.

WWBAT interpret meaning from viewing materials.
WWBAT interpret meaning from listening materials.
WWBAT Interpret meaning from reading and written materials.
WWBAT conjugate the verb To Have

Interpersonal:

Students engage in short unrehearsed/unscripted conversations with classmates, the Interpersonal teacher and members of the target language community, in which they ask and answer memorized questions related to animals.

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT Use appropriate culturally targeted vocabulary for familiar topics.
WWBAT Ask and respond to memorized questions relating to familiar topics.
WWBAT Identify visually preferences and/or feelings.
WWBAT identify climate change words.

Presentational:

Students use lists, chunks of language and memorized phrases to describe animals, the sounds they make and their activities while using culturally appropriate intonations.
7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target

culture(s) and in students' own cultures.

WWBAT communicate in the target language.

WWBAT present information on basic preferences and/or feelings to an audience of listeners.

Intercultural Statements (WWBAT)

WWBAT Identify vocabulary associated with animals. . .

WWBAT Express parts of the body of an animal.

WWBAT Give information about animals and their habitats.

Career Readiness, Life Literacies, Key Skills Standards:

- **Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:

Science, Education, Health, Arts and Technology.

Social-Emotional Learning Competencies:

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan

Students will begin Unit 5 translating new vocabulary for animals and use any prior knowledge. Teacher will use different interactive activities such as Blooket, quizzz, kahoot and games to reinforce vocabulary and also as motivational tools. Students will work individually, in pairs and in groups. Students will be introduced to the culture of the Spanish language using the four skills: reading, writing, listening and speaking. Dialogues/ conversations will be used to enhance student-student speaking interactions. Several authentic resources will be used together with videos and songs.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) <u>See link for additional modifications</u>
<p>WALT Identify vocabulary associated with animales.</p> <p>Express where to locate certain animals.</p> <p>Discuss various animal body parts.</p>	<ul style="list-style-type: none"> ● Pair & Share. ● Role Play ● Hand gestures ● Computer generated learning games ● Vocabulary bingo 	<ul style="list-style-type: none"> ● Listening comprehension. ● Verbal assessment. ● Physical Response ● Teacher Observation 	<ul style="list-style-type: none"> ● Students will play games to identify animals vocabulary in Spanish. ● Students will watch culturally authentic video clips related to the body. https://www.youtube.com/watch?v=d8OPDQml3Pw ● Students will practice computer generated games. 	<ul style="list-style-type: none"> ● Additional processing time ● Cues and prompts ● Embedded choices ● Practice time ● Shorten task ● Provide choices ● Provide visuals ● Breaking down assignments ● Learning centers

<p>Memorize fixed phrases and questions to ask and respond to questions related to animals.</p> <p>Conjugate the verb To Have.</p>			<ul style="list-style-type: none"> • Discuss the body and their functions. <p>https://www.youtube.com/watch?v=YJCK6y3fO9g</p>	
<p>WALT recognize animal body parts.</p> <p>Identify various animal body parts and there functions.</p>	<ul style="list-style-type: none"> • Computer generated selection games. • TPR (Total Physical Response) • Use visual support and background Knowledge. • Repeat. • Restate. • Pair & Share 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Teacher Observation 	<ul style="list-style-type: none"> • Students will practice the body, vocabulary in Spanish. • Students will watch culturally authentic video clips • Students will list different animal body parts • Students will play different games to practice vocabulary about animals. • Students will recognize the animal vocabulary. 	<ul style="list-style-type: none"> • Allowance for individual student interests • Allowance for students to make independent plans for independent learning • Variety in types of authentic resources • Allow time with like-intellectual peers • Use open-ended questioning strategies
<p>Common Formative Assessment: Role play, and expressions to talk about the community.</p>				
<p>Computer generated tasks.</p>	<p>Speaking exercises.</p>	<p>Role play.</p>	<p>Listening exercises.</p>	<p>Student self-assessment.</p>
<p style="text-align: center;">Summative Assessments</p>				
<p>Listening, speaking activities about animals.</p>				

What are common types of animals that people keep as pets in their homes, and how do these animals contribute to the lives of their owners?

Pet Care Guidebook: Students create a guidebook for responsible pet ownership. They include information about common house pets, their needs, and the responsibilities associated with caring for them. The guidebook is presented in the target language.

What animals are typically found on farms, and how do they play essential roles in agriculture and daily life?

Farm Animal Exhibition: Students organize an exhibition showcasing various farm animals. They create informative displays or presentations in the target language, explaining the roles these animals play in agriculture and daily life.

How do animals interact with their environments, and what activities do they engage in to meet their needs for survival and well-being?

Animal Behavior Documentary: Students collaborate to produce a documentary on animal behavior. They observe and document the activities of animals in various environments, presenting their findings in the target language.

What are the various habitats that animals inhabit, and how do these environments influence their behavior, adaptations, and characteristics?

Habitat Diorama Project: Students create dioramas representing different animal habitats. They explain the characteristics of each habitat, discussing how it influences the behavior and adaptations of the animals that live there. Presentations are conducted in the target language.

Interdisciplinary Connections

- Language Arts: Listening, Speaking, Reading, Writing NJLSA.R1
- Science: Life sciences NJLS2 1.3-4.3.1.DCI-1

Unit: 6
Grade: 7
Timeframe: 1 week

Guiding Questions

What are the various genres of music, and how do they reflect different artistic expressions and cultural influences?

What forms of dance exist, and how do these dance forms contribute to cultural identity, expression, and social interaction?

From which countries do the target dance and music originate, and how do these art forms play a role in preserving and sharing cultural traditions?

What are some popular Latino/Hispanic music genres, and how do they represent the rich diversity of cultures within this linguistic and ethnic group?

What are the fundamental dance moves in the target language, and how do they contribute to the cultural and social significance of dance within that community?

Standards

Proficiency Level: Novice Med

Topic: Music

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

Students interpret authentic written and video/audio texts such as blogs, online interpretive biographies, social network sites, stories and short clips from movies and television that focus on music/dance.

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own culture in highly contextualized oral text.

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT Interpret meaning from reading and written materials.

WWBAT conjugate the verb To dance/ -ar verbs

Interpersonal:

Students engage in short unrehearsed/unscripted conversations with classmates, the Interpersonal teacher and members of the target language community, in which they ask and answer memorized questions related to music/dance.

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT Use appropriate culturally targeted vocabulary for familiar topics.

WWBAT Ask and respond to memorized questions relating to familiar topics.

WWBAT Identify visually preferences and/or feelings.

Presentational:

Students use lists, chunks of language and memorized phrases to describe popular music/dances while using culturally appropriate intonations.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT communicate in the target language.
WWBAT present information on basic preferences and/or feelings to an audience of listeners.
WWBAT identify Latino/Hispanic music and dances.

Intercultural Statements (WWBAT)

WWBAT Identify vocabulary associated with music/dances.
WWBAT Express typical music/dance of target language.
WWBAT Give information about culturally authentic music/dance.

Career Readiness, Life Literacies, Key Skills Standards:

- **Personal Financial Literacy**
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- **Career Awareness, Exploration, and Preparation**
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Career options include, but are not limited to, the following career clusters:

Education, Health, Arts and Technology.

Social-Emotional Learning Competencies:

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan

Students will begin Unit 6 translating new vocabulary for music/dance and use any prior knowledge. Teacher will use different interactive activities such as dance lessons, booklet, quizzz, kahoot and games to reinforce vocabulary and also as motivational tools. Students will work individually, in pairs and in groups. Students will be introduced to the culture of the Spanish language using the four skills: reading, writing, listening and speaking. Dialogues/ conversations will be used to enhance student-student speaking interactions. Several authentic resources will be used together with videos and songs.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) See link for additional modifications
<p>WALT Identify vocabulary associated with music/dance.</p> <p>Express where to locate certain dances/music.</p> <p>Discuss various genres of music and dances.</p>	<ul style="list-style-type: none"> ● Pair & Share. ● Role Play ● Hand gestures ● Computer generated learning games ● Vocabulary bingo ● Dance lessons 	<ul style="list-style-type: none"> ● Listening comprehension. ● Verbal assessment. ● Physical Response ● Teacher Observation 	<ul style="list-style-type: none"> ● Students will play games to identify music/dance vocabulary in Spanish. ● Students will watch culturally authentic video clips related to the music/dance. https://www.youtube.com/watch?v=loJmchiWJks&list=PLPD6O-IouCqQcP1zOJfkWVC4v8m7fz53M ● Discuss authentic Spanish music/dance and their origins. 	<ul style="list-style-type: none"> ● Additional processing time ● Cues and prompts ● Embedded choices ● Practice time ● Shorten task ● Provide choices ● Provide visuals ● Breaking down assignments ● Learning centers

<p>Memorize fixed phrases and questions to ask and respond to questions related to music/dance.</p> <p>Conjugate the verb To dance.</p>			<p>https://www.google.com/search?q=basic+bachata+dance+steps&og=basic+bachata&ags=chrome.4.0i512j69i57j0i512j6j0i390i650i2.10100j04&sourceid=chrome&ie=UTF-8#kpvialbx=_HkGbZPPTBYm15NoPpNyVIAU_29</p> <p>https://www.youtube.com/watch?v=amuqoK53QVU</p>	
<p>WALT recognize latin music/dances.</p> <p>Identify culturally authentic music/dances and their origins.</p>	<ul style="list-style-type: none"> • Computer generated selection games. • TPR (Total Physical Response) • Use visual support and background Knowledge. • Repeat. • Restate. • Pair & Share 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Teacher Observation 	<ul style="list-style-type: none"> • Students will practice music/dance, vocabulary in Spanish. • Students will watch culturally authentic video clips • Students will list different dances/music • Students will play different games to practice vocabulary about dance/music. • Students will recognize the dance/music vocabulary. 	<ul style="list-style-type: none"> • Allowance for individual student interests • Allowance for students to make independent plans for independent learning • Variety in types of authentic resources • Allow time with like-intellectual peers • Use open-ended questioning strategies

Common Formative Assessment: Role play, and expressions to talk about the community.

Computer generated tasks.	Speaking exercises.	Role play.	Listening exercises.	Student self-assessment.
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Summative Assessments

Listening, speaking activities about music and dance.

What are the various genres of music, and how do they reflect different artistic expressions and cultural influences?

Musical Genre Showcase: Students curate a musical genre showcase where they present and perform different genres of music in the target language. They discuss the cultural and historical significance of each genre and its impact on global music.

What forms of dance exist, and how do these dance forms contribute to cultural identity, expression, and social interaction?

International Dance Festival: Students organize a dance festival featuring various dance forms from different cultures. They perform and explain the significance of each dance style in the target language, emphasizing cultural diversity.

From which countries do the target dance and music originate, and how do these art forms play a role in preserving and sharing cultural traditions?

Cultural Roots Project: Students research and present on the origins of specific dances and music from target language countries. They discuss the cultural context, historical evolution, and the role of these art forms in preserving traditions.

Interdisciplinary Connections

- Language Arts: Listening, Speaking, Reading, Writing NJLSA.R1
- Music: Vocabulary Review Songs, Folk Songs NJLS2 1.3.2.B.2, 1.3.2.B.6
- Art: Cultural Arts and Crafts NJLS2 1.4.2.A.2

BOE Date	Name	College/	School Location	Notes:
12/19/2023	Abigail Lamera	Seton Hall University	Conn. Farms	Working Spring 2024 & Fall 2024 (1/17/2023-5/3/2024; 9/2/2024-12/6/2023)*** Until hours are completed (<i>Pending documentation</i>)
12/19/2023	Kailey McDonagh	University of Delaware	Battle Hill	Working January 2024 ***Until hours are completed (<i>Pending documentation</i>)

