

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 6th	Unit #: 1	Pacing: 4-6 weeks
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Unit Title: Saludos y Despedidas

OVERVIEW OF UNIT:

In this unit, students will use key vocabulary to greet and say goodbye in formal and informal situations. They will compare and contrast greetings in different Spanish-speaking countries and locate these countries on a map.

Big Ideas

- People in other countries greet each other differently than in the U.S.
- You must change registers when talking to people
- Pronunciation differs in target language. (“ll” “h” “ñ” “j”)
- Target language uses “ser” to describe where you are from
- Target language uses “estar” to describe how you are doing
- Target language uses the reflexive verb “llamarse” to introduce oneself
- Target language uses the interrogative “Cómo” to ask for one’s name
- Target language uses the interrogative “De dónde” to ask where one is from
- There are 20 countries that speak Spanish as a first language
- Target language has a unique alphabet that differs from English
- The letters GE and GI produce a soft “G” sound, whereas GO, GA, and GU produce a hard “G” sound
- The letters CE and CI produce a soft “C” sound, whereas CO, CA, and CU produce a hard “C” sound
- The Spanish “H” is always silent

Essential Questions

- How do I introduce myself?
- How do I ask for someone’s name?
- How do I greet people at different times of the day?
- How do I greet people formally and informally?
- How do I ask someone how they are doing?
- How do I describe how I am doing?
- How do you ask where someone is from?
- How do I describe where I am from?
- How do I introduce a friend to someone else?
- How do I pronounce new words?

Objectives

- Students will be able to explain how to introduce themselves and ask for someone's name.
- Students will be able to explain how to greet people both formally and informally at different times of the day.
- Students will be able to identify how to ask someone how they are doing.
- Students will be able to describe how they are doing to another person.
- Students will be able to explain how to ask where someone is from.
- Students will be able to describe where they come from.
- Students will be able to introduce a friend to someone else.
- Students will be able to identify how to pronounce new words.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- Gustar with categories of sports, classes, music, and foods
- Los cognados
- Frases utiles
- Los colores
- El calendario
- Los numerous
- Map of the Spanish-speaking world
- Basic greetings
- Good-bye
- Formal and informal greetings
- Countries
- My name, well-being, where I am from, where I live

Resources & Materials

- *“Ven conmigo-Adelante”* textbook
- *“Adelante”* workbooks, grammar and vocabulary workbooks
- Scholastic *“Que Tal?”* magazines and online resources
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher's Discovery – vocabulary set
- Promethean Board

- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Students will utilize Chromebooks to research and present both formal and informal conversations held between people and then record themselves holding a conversation with a classmate.

Standard	Standard Description
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

Interdisciplinary Integration

Activities:

- Students will utilize Chromebooks to research and present both formal and informal conversations held between people and then record themselves having a conversation with a classmate.

Resources:

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- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21 st Century Life Skills Standards	
Activities:	
<ul style="list-style-type: none"> Students will utilize Chromebooks to research and present both formal and informal conversations held between people and then record themselves holding a conversation with a classmate. 	
Standard	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

Careers	
Activities:	
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Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks

- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
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Subject: World Language - Spanish	Grade: 6th	Unit #: 2	Pacing: 4-6 weeks
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Unit Title: En la Escuela

OVERVIEW OF UNIT:

Using key vocabulary, students will discuss schedules, currency, school supplies, and subjects. They will also give opinions on whether they like or dislike classes and professors within the school environment.

Big Ideas

- Spanish forms plurals through addition of “s” or “es”
- Spanish has definite and indefinite articles
- In Spanish, definites and indefinites modify the noun according to number and gender
- Target language uses the interrogative “A qué hora?” to ask: “At what time?”
- Target language uses the interrogative “Cuánto” to ask “How many” and “How much”
- Target language uses in context: Necesito and Tengo to express what supplies are needed for school
- Money/currency varies in different countries.
- Target language uses the interrogative “Que hora es?” to ask “What time is it?”
- Target language uses responses such as “es la” or “son las” for the current time
- Target language uses in context: “Tegusta” and the interrogative “Porque” for do you like the class and why
- Target language uses “Tenerque” to express that someone has to do something
- Target language uses “Hay que” to express a general saying of what one must do

Essential Questions

- How do I express what I need and what I have for my classes?
- How do I express how many?
- How do I express “At what time”?
- How do I explain my schedule?
- How do I ask: “How much does something cost?”
- How do I explain why I like/dislike my classes and why?
- How do I express what activities I have to do in my classes?
- How do I express what activities one must do in school to be a good student?

Objectives

- Students will be able to identify what they need and have for their classes
- Students will be able to communicate specific phrases (eg. How many? At what time? How much does something cost?)
- Students will be able to describe their schedule to a friend

- Students will be able to explain why they like or dislike their classes
- Students will be able to describe the activities they participate in during class
- Students will be able to identify what activities a student must do in school to be a good student

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- School supplies
- Classroom objects
- Ordinal numbers and time
- Prepositions
- School subjects

Resources & Materials

- “*Ven conmigo-Adelante*” textbook
- “*Adelante*” workbooks, grammar and vocabulary workbooks
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Technology Infusion

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Student Technology:

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- Internet Sources

Activities:

<ul style="list-style-type: none"> Students will use Google Classroom and Google Apps for Education will be used to recreate their schedule for others and list the items needed for each class using different types of computer programs. 	
Standard	Standard Description
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

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**Califon Public School
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Subject: World Language - Spanish	Grade: 6th	Unit #: 3	Pacing: 4-6 weeks
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Unit Title: En mi Casa

OVERVIEW OF UNIT:

Using key vocabulary, students will describe rooms and furniture in a house. They will discuss responsibilities, chores, and activities that a family does at home.

Big Ideas

- Identify the reflexive verbs and understand that they are conjugated differently than other verbs because of the “se”.
- Understand that verb endings change for –ar verbs when talking about more than one person to –amos, –áis, –an.
- Understand that verb endings change for –ir and –er verbs when talking about more than one person to –imos/-emos, ís/éis, –en.

Essential Questions

- What are my responsibilities in my home?
- What are other people’s responsibilities in my house?
- What is my daily routine in the morning?
- What is the layout of my house?
- What furniture do I have in each room?
- What can I do in the various parts of the house?
- How does my home compare to someone else’s?

Objectives

- Students will be able to explain the responsibilities they have at home.
- Students will be able to explain the responsibilities of other family members at home.
- Students will be able to describe their morning routine.
- Students will be able to describe the layout of their house.
- Students will be able to identify what furniture they have in each room of their house.
- Students will be able to explain what activities they may do in the various parts of a house.
- Students will be able to compare and contrast their home with another home.

Assessment

Formative Assessment:

- observation
- self-reflections

Benchmark:

- Unit Pre-Test

<ul style="list-style-type: none"> ● teacher-student conferences <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● online quizzes & tests ● projects 	<p>Alternative:</p> <ul style="list-style-type: none"> ● performance tasks ● projects
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Key Vocabulary

- Chores
- Household
- Names for rooms in the home
- Family
- Names for activities a family does at home and on the weekends

Resources & Materials

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Activities:

- Students will use their Chromebooks and Google Apps for Education to create visual representations of their house and present what items are in each room. They will also describe what activities are done in each room. Additionally, they will research and present how their house differs from others.

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8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

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Careers

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Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
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- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
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- NJDOE resources

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 6th	Unit #: 4	Pacing: 4-6 weeks
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Unit Title: Celebrations/Culture

OVERVIEW OF UNIT:

Using key vocabulary, students will learn and compare customs, traditions, and fiestas celebrated in Spanish-speaking countries, including El Dia de los Muertos, Piñatas, Monarch Butterflies, La Navidad, Las Posadas, El Año Nuevo, Epiphany, and Quinceañera. Students will learn about Hispanic artists and musicians.

Big Ideas

- Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.
- Identify famous Latinos
- Identify significant historical battles
- Answer questions related to celebrations and culture.
- Perform a culturally authentic dance associated with a particular target culture celebration.
- Explore Hispanic legends
- Identify Spanish-speaking countries and capitals.
- Explore the relationship between the Hispanic culture and their religious beliefs

Essential Questions

- How do I describe authentic holidays and celebrations?
- How do I locate Spanish-speaking cities and capitals on a map?
- How do I compare and contrast the relationship between the Hispanic and their religious beliefs to their own?
- How do I distinguish differences within the dances of Spanish-speaking countries and their origin?
- How do I research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products?

Objectives

- Students will be able to describe authentic holidays and celebrations for various cultures.
- Students will be able to locate Spanish-speaking cities and capitals on a map.
- Students will be able to compare and contrast the relationship between the Hispanic and their religious beliefs to their own
- Students will be able to distinguish differences between the dances of Spanish-speaking countries and their origins.
- Students will be able to research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- Names and capitals of Hispanic countries
- Traditions of major Hispanic holidays
- Names of influential Hispanic-Americans
- Cinco de Mayo / Battle of Puebla
- Monarch Butterflies / Migratory Animals

Resources & Materials

- “*Ven conmigo-Adelante*” textbook
- “*Adelante*” workbooks, grammar and vocabulary workbooks
- Scholastic “*Que Tal?*” magazines and online resources
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Students will use Google and Google Apps for Education to research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products.

Standard	Standard Description
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

Interdisciplinary Integration

Activities:

- Students will use Google and Google Apps for Education to research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products.

Resources:

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- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
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Standard	Standard Description
NJSLS-ELA W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Life Skills Standards

Activities:

- Students will use Google and Google Apps for Education to research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products.

Standard	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

Careers

Activities:

- Students will use Google and Google Apps for Education to research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products.

Practice	Description
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Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
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7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
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7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
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7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
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- Utilize project-based learning for greater depth of knowledge
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- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
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- NJDOE resources

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 6th	Unit #: 5	Pacing: 4-6 weeks
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Unit Title: La Comida

OVERVIEW OF UNIT:

In this unit, students will use key vocabulary to order food, make a reservation, and express likes and dislikes of different foods in a restaurant. They will compare and contrast meal times and typical foods in Spanish-speaking countries with their own practices.

Big Ideas

- People in other countries have different meal times from those in the U.S.
- Gusta vs gustan
- Más que menos que to make comparisons
- Uses tener to express hunger and thirst
- Uses pedir to order in a restaurant
- Introduction of other important verbs related to restaurant/food: tomar, beber, poner
- “de” for possession (Use for ice cream, soup, and sandwich: helado de chocolate)
- Adverbs of frequency placement
- Interrogative ¿Qué? + conjugated verb comer/tomar/beber

Essential Questions

- How do I make a reservation at a restaurant?
- How do I order at a restaurant?
- When do people in Spain eat meals? What do they eat? What is the biggest meal of the day?
- How do I tell a waiter that silverware is missing?
- How do I order from a menu?
- How do I express foods I like/dislike?
- How do I express food I like/ dislike using superlatives?
- How do I tell someone what I typically eat for breakfast and ask the same of others?

Objectives

- Students will be able to describe how to make a reservation at a restaurant.
- Students will be able to order a meal at a restaurant from a menu.
- Students will be able to describe what meals are like for people who live in Spain.
- Students will be able to explain to a waiter that silverware is missing from their table.
- Students will be able to explain what foods they like and dislike with and without superlatives.
- Students will be able to question someone about what foods they eat for breakfast and explain what they eat.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- Foods
- Place settings
- Preferences using “gustar”
- What I want to eat/order in a restaurant
- Meal times
- Typical foods in Spain

Resources & Materials

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<ul style="list-style-type: none"> Students will use their Chromebooks and Google to research what meals are like in Spanish-speaking countries. They will create presentations explaining the meals and what is typically eaten at each meal. 	
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