

**Randolph Township Schools  
Randolph Middle School**

# Spanish Culture & Language III Curriculum

*“The limits of my language means the limits of my world.”*

-Ludwig Wittgenstein

**World Language Department**

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**Curriculum Developed**

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August 15, 2017

**Randolph Township Schools  
Department of World Language  
Spanish Culture & Language III**

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## **Randolph Township Schools**

### **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township Schools Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Department of World Language**  
**Spanish Culture & Language III**

**Introduction**

“All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.” (New Jersey World Language Standards)

The Randolph Department of World Languages believes that the study of a second language is an indispensable attribute of an educated person. We offer a multifaceted, comprehensive language program. The goal of the World Language department is to develop students’ communicative skills with grammar being taught in context rather than in isolation. In order to enrich and broaden students’ communicative skills, instruction will not be limited to the written curriculum, but student needs and inquiry will be addressed on an ongoing basis. The curriculum encompasses interpersonal, interpretive, and presentational communication while emphasizing the interrelationship between the language and its respective culture. Moreover, multiple language acquisition enables the individual to reflect upon and gain insight into the student's own language and culture.

Spanish Culture & Language III is a marking period course that expands upon the learning experiences established in Spanish Culture & Language I and II. The goal of the course is to expose students to new ideas and concepts as well as deepen understandings of previously learned skills and perceptions. The focus is to expose students to the culture and language of Spanish speaking countries through the exploration of their own preferences. The first unit, How Do I Feel, allows students to express their true emotions through guided conversations with their peers. In Where Am I, students will describe their location as well as describe the locations of others. Students will also describe their feelings when in a specific location. In Unit III, What Do I Like to Eat?/What Do I Not Like to Eat?, students will investigate their preferences for specific foods and drink during meal times. Finally, in the last unit, Culture Investigations of Spanish Speaking Countries, students will discover cultural traditions from Costa Rica, Chile, and Spain. Students will create artifacts that represent the importance of each country’s global significance.

This course will continue to emphasize pronunciation of content specific vocabulary related to each unit of study. Students will develop communicative phrases through conversations and role-play. Classroom experiences will include skits, short conversations, listening activities, songs, interactive games, and cultural videos for exposure, reinforcement, and recall. Verbal and written expression is limited to short culturally appropriate communication with their peers and teacher.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Spanish Culture & Language III**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>2 weeks</b>	<b>I</b>	<b>How Do I Feel?</b>
<b>3 weeks</b>	<b>II</b>	<b>Where Am I?</b>
<b>2 weeks</b>	<b>III</b>	<b>What Do I Like to Eat?/What Do I Not Like to Eat?</b>
<b>3 weeks</b>	<b>IV</b>	<b>Culture Investigations of Spanish Speaking Countries</b>

# RANDOLPH TOWNSHIP SCHOOL DISTRICT

## Spanish Culture & Language III

### UNIT I: How Do I Feel?

<b>STANDARDS / GOALS:</b> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.  7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.  7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.  7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The sharing of feelings is a way to communicate that connects to others. Culturally appropriate gestures and expressions aid in effective communication.	<ul style="list-style-type: none"> <li>How do I express what I am feeling?</li> <li>How do I share my feelings with limited language ability?</li> </ul>
	In order to be understood by others it helps to choose appropriate words/expressions, use correct pronunciation and respond in a culturally appropriate manner.	<ul style="list-style-type: none"> <li>How do I find specific vocabulary to express my unique feelings?</li> </ul>
	KNOWLEDGE	SKILLS
	<b>Students will know:</b>  Pronunciation and identification of vocabulary pertaining to emotions and feelings.  There are two verbs that mean “to be” in Spanish; <i>ser</i> and <i>estar</i> . <i>Estar</i> is the verb used to refer to feelings in Spanish.  <i>Comó está</i> is used with adults and people students do not know well and <i>Comó estás</i> is used with friends and family members.  Structures for the sharing of feelings in a conversational style with prompts.	<b>Students will be able to:</b>  Identify vocabulary for ten common feelings in Spanish.  Choose the appropriate feelings associated with pictures.  Demonstrate understanding of emotion vocabulary by drawing pictures to match feelings being described.  Demonstrate understanding of emotion vocabulary by acting out feelings being described.  Ask and respond to the question: ¿Comó está/s?.  Conduct a brief conversation both formally and informally sharing appropriate feelings.

<p>in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p><b>Technology Standards:</b></p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.1.P.A.1 Use an input device to select an item and navigate the screen</p> <p>8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p>	<p>True cognates are words that look similar in both languages and have similar meanings such as <i>emociones</i>, <i>nervioso</i>, and <i>frustrado</i>.</p> <p>False cognates are words that look similar in both languages but have different meanings such as <i>largo</i> and <i>embarazada</i>.</p> <p>Some common true/false cognates.</p> <p><b>Vocabulary:</b> ¿Comó estás?, ¿cómo está?, las emociones, los sentimientos, deprimido, triste, contento, cansado, preocupado, ocupado, emocionado, aburrido, enojado, nervioso, frustrado</p>	<p>Perform a brief skit/role play in target language in which students discuss feelings/emotions.</p> <p>Identify cognates in Spanish and give an English equivalent.</p> <p>Predict the meaning of Spanish cognates.</p> <p>Identify and interpret some common true/false cognates.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Oral /written “Challenges” - Students will be given clues about emotions, which they must recognize and match appropriately (either with partners or individually).</li> <li>• Mini guided conversation between 2 or more students involving sharing of feelings and basic conversation</li> <li>• Comic Strip – Students will express and illustrate feelings through a comic strip (Chunk section of project for each individual student).</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Whiteboard activities as pre assessment and review</li> <li>• TPR (Total Physical Response)</li> <li>• TPRS (Teaching Proficiency through Reading and Storytelling)</li> </ul>		



- Picture Talk
- Pictionary
- Role Play/Skits
- Songs
- Draw Feelings for Vocabulary Acquisition
- Review Games (Bluff, Sparkle, Kahoot)

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Culture & Language III**  
**UNIT I: How Do I Feel?**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Unit I: How Do I Feel?	<p><i>Spanish is Fun</i> (textbook)  <i>Spanish is Fun</i> (workbook)  <a href="http://www.getkahoot.com">www.getkahoot.com</a>  <a href="http://www.quia.com/shared/spanish">www.quia.com/shared/spanish</a>  <a href="http://www.123teachme.com">www.123teachme.com</a>  <a href="http://www.spanishspanish.com">www.spanishspanish.com</a>  <a href="http://www.studyspanish.com">www.studyspanish.com</a>  <a href="http://www.spanishdict.com">www.spanishdict.com</a>  <a href="http://www.spanish4all.com">www.spanish4all.com</a>  <a href="http://www.pinterest.com">www.pinterest.com</a>  <a href="https://www.youtube.com/watch?v=kdDu8pFbnRc">https://www.youtube.com/watch?v=kdDu8pFbnRc</a>: Buenos Dias  <a href="https://www.youtube.com/watch?v=0Aw-yBBBLEI">https://www.youtube.com/watch?v=0Aw-yBBBLEI</a>: Greetings  <a href="https://www.youtube.com/watch?v=m9eaWTKrBDk">https://www.youtube.com/watch?v=m9eaWTKrBDk</a>: Greetings and Goodbyes  <a href="https://www.youtube.com/watch?v=TaEe6_wikB8">https://www.youtube.com/watch?v=TaEe6_wikB8</a>: ¿Como estas? Rap  <a href="https://www.youtube.com/watch?v=ij5R1YTG48Q">https://www.youtube.com/watch?v=ij5R1YTG48Q</a>: ¿Como te llamas?  <a href="http://spanishcognates.org/">http://spanishcognates.org/</a>: Cognates  <a href="http://www.colorincolorado.org/pdfs/articles/cognates.pdf">http://www.colorincolorado.org/pdfs/articles/cognates.pdf</a>: List of Common Cognates  <a href="https://www.youtube.com/watch?v=YkMTea-sxQg">https://www.youtube.com/watch?v=YkMTea-sxQg</a>: Las Emociones de Niko Video  <a href="https://s-media-cache-ak0.pinimg.com/736x/de/f1/ec/def1ece0fd8c37c35a0f482bc5e5230b.jpg">https://s-media-cache-ak0.pinimg.com/736x/de/f1/ec/def1ece0fd8c37c35a0f482bc5e5230b.jpg</a>: triste picture  <a href="https://www.haskell.org/happy/Happy.gif">https://www.haskell.org/happy/Happy.gif</a>: contento picture  <a href="https://s-media-cache-ak0.pinimg.com/736x/94/27/cf/9427cf8a13093590d669b6379baad5b7--sleeping-emoji-emojis.jpg">https://s-media-cache-ak0.pinimg.com/736x/94/27/cf/9427cf8a13093590d669b6379baad5b7--sleeping-emoji-emojis.jpg</a>: cansado picture</p>

		<a href="https://s-media-cache-ak0.pinimg.com/736x/45/20/f4/4520f4f9340223852c6f1af0f8c934af--smiley-facebook-emojis.jpg">https://s-media-cache-ak0.pinimg.com/736x/45/20/f4/4520f4f9340223852c6f1af0f8c934af--smiley-facebook-emojis.jpg</a> : preocupado picture <a href="http://cdn.mamamia.com.au/wp/wp-content/uploads/2016/04/15100443/Emoji-frustrated-600x315.png">http://cdn.mamamia.com.au/wp/wp-content/uploads/2016/04/15100443/Emoji-frustrated-600x315.png</a> : frustrado picture <a href="https://s-media-cache-ak0.pinimg.com/736x/ee/65/cc/ee65cc12aa5d9bb501af4d706d89bcc2--angry-smiley-smiley-emoji.jpg">https://s-media-cache-ak0.pinimg.com/736x/ee/65/cc/ee65cc12aa5d9bb501af4d706d89bcc2--angry-smiley-smiley-emoji.jpg</a> : enojado picture Duolingo Cultural videos Teacher directed Q/A Student directed Q/A Cognate Frenzy Pictionary Fly Swatter Memory Hangman Jumping Jelly Beans
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Culture & Language III**  
**UNIT II: Where Am I?**

<p><b>STANDARDS / GOALS:</b>  The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Awareness of one's location allows the speaker to communicate appropriately with others.	<ul style="list-style-type: none"> <li>Where am I and who is my audience?</li> </ul>
	How one communicates is based on whom the speaker is addressing and the environment in which the conversation takes place.	<ul style="list-style-type: none"> <li>How does where I am affect my communication?</li> </ul>
	KNOWLEDGE	SKILLS
	<p><b>Students will know:</b></p> <p>Pronunciation and identification of multiple places in a town.</p> <p>The verb <i>estar</i> (to be) is used to refer to places and location in Spanish.</p> <p><i>Dónde está</i> is used to ask about where a place is. It may also be used to ask where a person is, when talking about an adult or a stranger. <i>Dónde estás</i> is used to ask a friend or family member where they are.</p> <p>Vocabulary pertaining to emotions.</p> <p>Structures for sharing one's location in a conversational style with prompts.</p>	<p><b>Students will be able to:</b></p> <p>Identify vocabulary pertaining to ten common places in a town.</p> <p>Choose locations from clues given verbally and in the form of a series of pictures/images.</p> <p>Ask and respond to the question: ¿Dónde está/s?.</p> <p>Conduct a brief conversation both formally and informally stating where they are.</p> <p>State how they feel in various locations.</p> <p>Perform a skit/role play in target language asking about locations and discussing feelings.</p>

<p>in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p><b>Technology Standards:</b></p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.1.P.A.1 Use an input device to select an item and navigate the screen.</p> <p>8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p>	<p>True cognates are words that look similar in both languages and have similar meanings such as <i>la clase, el parque, el restaurant, la oficina, and el supermercado</i>.</p> <p>False cognates are words that look similar in both languages but have different meanings such as <i>éxito</i>.</p> <p>Some common true/false cognates.</p> <p><b>Vocabulary:</b> ¿Dónde está?, ¿dónde estás?, la clase, la biblioteca, el centro commercial, el cine, la tienda, la escuela, el parque, el restaurante, la oficina, la playa, el supermercado, el estadio, la casa</p>	<p>Identify cognates in Spanish and give an English equivalent.</p> <p>Predict the meaning of Spanish cognates.</p> <p>Identify and interpret some common true/false cognates.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Oral /written “Challenges”-When given a brief description of a place, students will identify where they are.</li> <li>• Students will have a short “mini conversation” with a partner discussing their locations and how they are feeling in that specific location.</li> <li>• Create an infographic of Randolph where students label the different places.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• TPR (Total Physical Response)</li> </ul>		

- TPRS (Teaching Proficiency through Reading and Storytelling)
- Pictionary-Students show understanding by drawing picture to represent places.
- Memory game of places and feelings.
- Review Games (Bluff & Kahoot, Flyswatter with pictures)
- Songs

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Culture & Language II**  
**UNIT II: Where Am I?**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	Unit II: Where Am I?	<p><i>Spanish is Fun</i> (textbook)  <i>Spanish is Fun</i> (workbook)  <a href="http://www.getkahoot.com">www.getkahoot.com</a>  <a href="http://www.quia.com/shared/spanish">www.quia.com/shared/spanish</a>  <a href="http://www.123teachme.com">www.123teachme.com</a>  <a href="http://www.spanishspanish.com">www.spanishspanish.com</a>  <a href="http://www.studyspanish.com">www.studyspanish.com</a>  <a href="http://www.spanishdict.com">www.spanishdict.com</a>  <a href="http://www.spanish4all.com">www.spanish4all.com</a>  <a href="http://www.pinterest.com">www.pinterest.com</a>  <a href="http://spanishcognates.org/">http://spanishcognates.org/</a>: Cognates  <a href="http://www.colorincolorado.org/pdfs/articles/cognates.pdf">http://www.colorincolorado.org/pdfs/articles/cognates.pdf</a>: List of Common Cognates  <a href="http://clipart-library.com/clipart/Lcd5Bq6oi.htm">http://clipart-library.com/clipart/Lcd5Bq6oi.htm</a>: park picture  <a href="http://clipart-library.com/clipart/8cG6XM5Xi.htm">http://clipart-library.com/clipart/8cG6XM5Xi.htm</a>: school picture  <a href="https://s-media-cache-ak0.pinimg.com/736x/0e/32/29/0e3229254766212c6381f8b2f4dfd5f5--cartoon-house.jpg">https://s-media-cache-ak0.pinimg.com/736x/0e/32/29/0e3229254766212c6381f8b2f4dfd5f5--cartoon-house.jpg</a>: house picture  <a href="https://www.cartoonsolutions.com/images/D/ShopMallExt_det-01.jpg">https://www.cartoonsolutions.com/images/D/ShopMallExt_det-01.jpg</a>: mall picture  <a href="https://image.freepik.com/free-vector/flat-store-facade-with-awning_23-2147542588.jpg">https://image.freepik.com/free-vector/flat-store-facade-with-awning_23-2147542588.jpg</a>: store picture  <a href="https://s-media-cache-ak0.pinimg.com/originals/53/e5/86/53e586b479ce27b1d709c23d193da306.jpg">https://s-media-cache-ak0.pinimg.com/originals/53/e5/86/53e586b479ce27b1d709c23d193da306.jpg</a>: grocery store  <a href="https://thumb1.shutterstock.com/display_pic_with_logo/704791/340955813/stock-vector-public-library-doodle-illustration-cartoon-340955813.jpg">https://thumb1.shutterstock.com/display_pic_with_logo/704791/340955813/stock-vector-public-library-doodle-illustration-cartoon-340955813.jpg</a>: library picture</p>

		<a href="http://4.bp.blogspot.com/_DmtdGP6kzMQ/TQdAPiZlb0I/AAAAAAAAAP-E/9zM2BC6HGf8/s1600/movie-theater.jpg">http://4.bp.blogspot.com/_DmtdGP6kzMQ/TQdAPiZlb0I/AAAAAAAAAP-E/9zM2BC6HGf8/s1600/movie-theater.jpg</a> : movie theater picture <a href="http://images.all-free-download.com/images/graphiclarge/cartoon_tropical_beach_vector_535497.jpg">http://images.all-free-download.com/images/graphiclarge/cartoon_tropical_beach_vector_535497.jpg</a> : beach picture <a href="https://image.shutterstock.com/z/stock-vector-stadium-fun-cartoon-map-elements-elements-are-in-the-separate-layers-158635904.jpg">https://image.shutterstock.com/z/stock-vector-stadium-fun-cartoon-map-elements-elements-are-in-the-separate-layers-158635904.jpg</a> : stadium picture Activity Centers/ Kinesthetic Activities/Math Number Centers/Cultural Center Cultural videos Jumping Jelly Beans Cognate Frenzy Hangman Fly Swatter Kahoot Duolingo Whiteboard Activity Sparkle
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Culture & Language III**  
**UNIT III: What Do I Like to Eat?/What Do I Not Like to Eat?**

<p><b>STANDARDS / GOALS:</b>  The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Sharing preferences allows people to make meaningful connections with the people around them.	<ul style="list-style-type: none"> <li>How does my expressing likes, dislikes, and personal preferences help me?</li> </ul>
	Each culture has its own preferences when it comes to food and drinks. There are similarities and differences between target language cultures and the U.S.A in what people eat and how food is prepared and served.	<ul style="list-style-type: none"> <li>How does where I live affect what I eat and drink?</li> </ul>
	KNOWLEDGE	SKILLS
	<p><b>Students will know:</b></p> <p>Vocabulary pertaining to food and drinks.</p> <p>The verb, <i>gustar</i>, is used to express what a student likes, such as food and drinks.</p> <p>The forms of the verb <i>gustar</i> needed to ask direct questions as well as answer direct questions.</p> <p><i>Me gusta</i> in front of an object (thing) is used to talk about something they like.</p> <p><i>Me gusta</i> is used with one object, thing or food and <i>Me gustan</i> is used for plural objects.</p> <p>The expressions <i>no me gusta/no me gustan</i> are used to talk about what they do not like.</p>	<p><b>Students will be able to:</b></p> <p>Identify vocabulary related to food and drinks.</p> <p>Match food and drinks with pictures.</p> <p>Indicate whether or not they like a certain food or drink with a thumbs up or thumbs down.</p> <p>List foods and drinks that they like and do not like.</p> <p>State which food or drink they like and which food or drink they dislike.</p> <p>Ask someone about what foods or drinks they like.</p> <p>Ask someone about what foods or drinks they dislike.</p>

<p>in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p><b>Technology Standards:</b>  8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.1.P.A.1 Use an input device to select an item and navigate the screen.</p> <p>8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p>	<p><i>Me gusta</i> in front of a verb (action) is used to talk about what one likes to do.</p> <p>Vocabulary pertaining to locations and emotions.</p> <p>Common True/False cognates such as <i>la fruta, el cereal, and el yogur</i>.</p> <p><b>VOCABULARY/KEY TERMS:</b></p> <p>Me gusta, me gustan, no me gusta, no me gustan, te gusta, te gustan, no te gusta, no te gustan, comer, beber, el desayuno, el almuerzo, la cena, las manzanas, el pollo, el agua, el jugo, el pastel, el arroz, los frijoles, el plátano, la fresa, el leche, el pescado, el carne, la fruta, las verduras, el huevo, el pan, el cereal, el yogur</p>	<p>Talk about what they like to eat and drink for breakfast, lunch or dinner.</p> <p>Make connections between food and drinks with locations and feelings associated with them.</p> <p>Identify true/false cognates in Spanish and give an English equivalent.</p> <p>Predict the meaning of Spanish true/false cognates.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Oral /written “Challenges” –Students will express their likes and dislikes by creating a food journal for the three meals of the day.</li> <li>• Role Play: (Talking about food preferences)</li> <li>• Describe food based on previously learned colors.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Pictionary</li> <li>• Fly Swatter-Students recognize vocabulary and indicate a response using the fly swatter.</li> <li>• Review Games (Bluff, Sparkle, Kahoot)</li> <li>• Create T-Chart that expresses their likes and dislikes in regards to food and drink.</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Culture & Language III**  
**UNIT III: What Do I Like to Eat?/What Do I Not Like to Eat?**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Unit III: What Do I Like to Eat?/What Do I Not Like to Eat?	<p><i>Spanish is Fun</i> (textbook)  <i>Spanish is Fun</i> (workbook)  Maps  <a href="http://www.getkahoot.com">www.getkahoot.com</a>  <a href="http://www.quia.com/shared/spanish">www.quia.com/shared/spanish</a>  <a href="http://www.123teachme.com">www.123teachme.com</a>  <a href="http://www.spanishspanish.com">www.spanishspanish.com</a>  <a href="http://www.studyspanish.com">www.studyspanish.com</a>  <a href="http://www.spanishdict.com">www.spanishdict.com</a>  <a href="http://www.spanish4all.com">www.spanish4all.com</a>  <a href="http://www.pinterest.com">www.pinterest.com</a>  <a href="https://www.youtube.com/watch?v=mjfr1FwKG5I">https://www.youtube.com/watch?v=mjfr1FwKG5I</a>: Las verduras  <a href="https://www.youtube.com/watch?v=zvN-cPkdV2A">https://www.youtube.com/watch?v=zvN-cPkdV2A</a>: Las frutas  <a href="https://www.youtube.com/watch?v=zvN-cPkdV2A">https://www.youtube.com/watch?v=zvN-cPkdV2A</a>: Gustar + Nouns  <a href="https://www.youtube.com/watch?v=eD8gkTKApv8">https://www.youtube.com/watch?v=eD8gkTKApv8</a>: Gusta rap  <a href="https://www.youtube.com/watch?v=uu5gm6LgCzo">https://www.youtube.com/watch?v=uu5gm6LgCzo</a>: Basho I'm  Hungry Song  <a href="https://www.youtube.com/watch?v=MxAZR2GX6EY">https://www.youtube.com/watch?v=MxAZR2GX6EY</a>: Que te gusta  hacer?  Cultural videos  Duolingo  Jumping Jelly Beans  Cognate Frenzy  Silent Ball  Memory  Kahoot  Whiteboard Activities  Sparkle</p>

		Pictionary
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Culture & Language III**  
**UNIT IV: Culture Investigations of Spanish Speaking Countries**

<p><b>STANDARDS / GOALS:</b>  The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	A country is defined by its culture.	<ul style="list-style-type: none"> <li>What makes a country unique?</li> </ul>
	A country's culture is unique and can be expressed in many different ways.	<ul style="list-style-type: none"> <li>How is culture expressed?</li> </ul>
	KNOWLEDGE	SKILLS
	<p><b>Students will know:</b></p> <p>Vocabulary pertaining to weather and food.</p> <p>Costa Rican Cultural Investigation:</p> <ul style="list-style-type: none"> <li>The motto of Costa Rica is "Pura Vida".</li> <li>The rain forest impacts the culture and the way of life for Costa Ricans.</li> <li>The climate, traditions/customs, and food define their way of life.</li> </ul> <p>Chilean Cultural Investigation:</p> <ul style="list-style-type: none"> <li>Rain sticks were used to encourage rain during dry spells.</li> <li>Agriculture and animals impact the culture and the way of life for Chileans.</li> <li>The climate, traditions/customs, and food define their way of life.</li> </ul> <p>Spanish Cultural Investigation:</p>	<p><b>Students will be able to:</b></p> <p>Identify vocabulary pertaining to weather and food.</p> <p>Recognize cultural artifacts and symbols specific to Costa Rica.</p> <p>Explain cultural events and themes specific to Costa Rica.</p> <p>Explain the significance of the rain forest in Costa Rica, and its global impact.</p> <p>Recognize cultural artifacts and symbols specific to Chile.</p> <p>Discuss the importance of the rain stick.</p> <p>Explain cultural events and themes specific to Chile.</p> <p>Describe the climate and weather patterns in Chile.</p> <p>Infer the culture of Spain based on its artwork.</p>

<p>in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p> <p><b>Technology Standards:</b>  8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.1.P.A.1 Use an input device to select an item and navigate the screen.</p> <p>8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p>	<ul style="list-style-type: none"> <li>• Museums provide Spaniards the opportunity to embrace their history and traditions.</li> <li>• Art impacts the culture and the way of life for Spaniards.</li> <li>• The traditions/customs and food define their way of life.</li> </ul> <p>Differences and similarities between the three Spanish-speaking countries.</p> <p>Differences and similarities between the three Spanish-speaking cultures and their own.</p> <p><b>VOCABULARY/KEY TERMS:</b></p> <p>Traditions, customs, Pura Vida, rain forest, rain stick, agriculture, climate</p>	<p>Explain cultural events and themes specific to Spain.</p> <p>Explain the impacts of art on the people of Spain.</p> <p>Compare and contrast cultural events between Costa Rica, Chile, and Spain.</p> <p>Connect the culture of these countries with their own culture.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Costa Rica: Students will create a representation of the blue morpho butterfly who lives in the rain forest.</li> <li>• Chile: Students will create a rain stick as symbolic representation of the agriculture in Chile.</li> <li>• Spain: Students will research a famous Spanish artist and create an artifact that represents Spain.</li> </ul>		

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Mini Lessons on climate, traditions/customs, and food of the three countries.
- Cultural Videos- Students will compare and contrast Hispanic cultural events with their own culture.
- Venn Diagram organizer of the three different countries' cultures and traditions.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Culture & Language III**  
**UNIT IV: Culture Investigations of Spanish Speaking Countries**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	Unit IV: Culture Investigations of Spanish Speaking Countries	<p>Teacher Supplement  <a href="http://www.huffingtonpost.com/2013/09/05/crafts-hispanic-heritage_n_3875830.html">http://www.huffingtonpost.com/2013/09/05/crafts-hispanic-heritage_n_3875830.html</a>: Crafts to Celebrate Hispanic Awareness Month  <a href="http://kidworldcitizen.org/2011/11/17/make-a-tropical-blue-morpho-butterfly/#more-568">http://kidworldcitizen.org/2011/11/17/make-a-tropical-blue-morpho-butterfly/#more-568</a>: Blue morpho butterfly craft  <a href="http://www.donquijote.org/culture/spain/art/museums/">http://www.donquijote.org/culture/spain/art/museums/</a>: Museums in Spain  <a href="http://www.colorincolorado.org/pdfs/articles/cognates.pdf">http://www.colorincolorado.org/pdfs/articles/cognates.pdf</a>: List of Common Cognates  <a href="https://www.youtube.com/watch?v=AgzsYgXnnBU">https://www.youtube.com/watch?v=AgzsYgXnnBU</a>: Pura vida  <a href="https://www.youtube.com/watch?v=emle_GO0hc8">https://www.youtube.com/watch?v=emle_GO0hc8</a>: Costa Rica wildlife  <a href="https://www.youtube.com/watch?v=wuotLQ2FvIc">https://www.youtube.com/watch?v=wuotLQ2FvIc</a>: Chile  <a href="https://www.crayola.com/lesson-plans/chilean-rainsticks-lesson-plan/">https://www.crayola.com/lesson-plans/chilean-rainsticks-lesson-plan/</a>: Chilean rain stick lesson plan  <a href="https://www.youtube.com/watch?v=iKK_QKK9IYU">https://www.youtube.com/watch?v=iKK_QKK9IYU</a>: Spain travel video  <a href="https://www.youtube.com/watch?v=XaDSAaSO60M">https://www.youtube.com/watch?v=XaDSAaSO60M</a>: Picasso            Cultural videos            Cognate Frenzy            Kahoot</p>



## **APPENDIX A**

### **ACTFL Proficiency Guidelines 2012 – Novice Level Learners**

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. They are an instrument for the evaluation of functional language ability.

#### **SPEAKING:**

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

#### **WRITING:**

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

#### **LISTENING:**

At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.

Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning.

Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

#### **READING:**

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized.

Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning.

Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

## **APPENDIX B**

### **NCSSFL-ACTFL CAN DO STATEMENTS Progress Indicators for Language Learners**

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. These modes of communication are defined in the National Standards for 21st Century Language Learning and organized in the checklist into the following categories:

- Interpersonal (Person-to-Person) Communication
- Presentational Speaking (Spoken Production)
- Presentational Writing (Written Production)
- Interpretive Listening
- Interpretive Reading

Ultimately, the goal for all language learners is to develop a functional use of another language for one’s personal contexts and purposes. The Can-Do Statements serve two purposes to advance this goal: for programs, the statements provide learning targets for curriculum and unit design, serving as progress indicators; for language learners, the statements provide a way to chart their progress through incremental steps. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

The more learners are engaged in their own learning process, the more intrinsically motivated they become. Research shows that the ability of language learners to set goals is linked to increased student motivation, language achievement, and growth in proficiency

## NCSSFL-ACTFL Global Can-Do Benchmarks

### **Interpersonal Communication:**

Novice-Low: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

Novice-Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

### **Presentational Speaking:**

Novice-Low: I can present information about myself and some other very familiar topics using single words or memorized phrases.

Novice-Mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

### **Presentational Writing:**

Novice-Low: I can copy some familiar words, characters, or phrases.

Novice-Mid: I can write lists and memorized phrases on familiar topics.

### **Interpretive Listening:**

Novice-Low: I can recognize a few memorized words and phrases when I hear them spoken.

Novice-Mid: I can recognize some familiar words and phrases when I hear them spoken.

### **Interpretive Reading:**

Novice-Low: I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

Novice-Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

The full Can-Do Statements document can be found at: <http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>.

**Unit 1 Can Do statements:**

<b>Can Do Statement</b>	<b>I'm not there <i>yet</i>.</b>	<b>I can do this with some help.</b>	<b>I can do this independently!</b>
I can identify ten common feelings in Spanish.			
I can identify ten common feelings in Spanish.			
I can match the appropriate emotion or feeling word to a picture.			
I can show understanding of emotion words by drawing pictures to represent them.			
I can show understanding of emotion words by acting what is described.			
I can ask and respond to the question: ¿ <i>Cómo está/s?</i> ?			
I can conduct a brief conversation both formally and informally, and I can share my appropriate feelings.			
I can perform a skit/role play in target language where I discuss emotions.			
I can identify cognates in Spanish and give an English equivalent.			
I can predict the meaning of Spanish cognates.			
I can...			
I can...			
I can...			
I can...			

**Unit 2 Can Do Statements:**

<b>Can Do Statement</b>	<b>I'm not there <i>yet</i>.</b>	<b>I can do this with some help.</b>	<b>I can do this independently!</b>
I can identify ten common places in a town.			
I can identify places based on oral clues.			
I can identify places based on picture clues.			
I can ask and respond to the question: ¿Dónde está/s?.			
I can conduct a brief conversation both formally and informally stating where I am.			
I can talk about how I feel in different locations.			
I can perform a skit/role play in which I discuss locations and feelings.			
I can identify cognates in Spanish and give an English equivalent.			
I can predict the meaning of Spanish cognates.			
I can...			
I can...			
I can...			
I can...			

### Unit 3 Can Do Statements:

Can Do Statement	I'm not there <i>yet</i> .	I can do this with some help.	I can do this independently!
I can identify vocabulary related to food and drinks.			
I can match food and drinks with pictures.			
I can indicate whether or not I like a certain food or drink with a thumbs up or thumbs down.			
I can list foods and drinks that I like and do not like.			
I can talk about foods and drinks I like and dislike.			
I can ask someone about what foods or drinks they like and dislike.			
I can talk about liking plural foods or drinks.			
I can talk about disliking plural foods or drinks.			
I can talk about what I like to eat, and what I like to drink for breakfast, lunch and dinner.			
I can make connections between food and drinks with locations and feelings associated with them.			
I can identify true/false cognates in Spanish and give an English equivalent.			
I can predict the meaning of Spanish true/false cognates.			
I can...			
I can...			
I can...			
I can...			

#### Unit 4 Can Do Statements:

Can Do Statement	I'm not there <i>yet</i> .	I can do this with some help.	I can do this independently!
I can identify vocabulary pertaining to weather and food.			
I can recognize cultural artifacts and symbols specific to Costa Rica.			
I can explain cultural events and themes specific to Costa Rica.			
I can explain the significance of the rain forest in Costa Rica, and its global impact.			
I can recognize cultural artifacts and symbols specific to Chile.			
I can explain the importance of the rain stick.			
I can explain cultural events and themes specific to Chile.			
I can describe the climate and weather patterns in Chile.			
I can infer the culture of Spain based on its artwork.			
I can explain cultural events and themes specific to Spain.			
I can explain the impacts of art on the people of Spain.			
I can compare and contrast cultural events between Costa Rica, Chile, and Spain.			
I can connect the culture of these countries with my own culture.			
I can identify true/false cognates in Spanish and give an English equivalent.			
I can predict the meaning of Spanish true/false cognates.			
I can...			
I can...			
I can...			
I can...			

## **APPENDIX C**

### **Suggested Activities**

Activity Centers (individualized for each student's ability and performance level)

Cultural videos/songs

Cultural readings

Jumping Jelly Beans

Cognate Frenzy

Hangman

Pictionary

TPR

Fly Swatter

Kahoot

Ole

Whiteboard Activities

Charades

Sparkle

Move to the Beat

Picture Prompts



## APPENDIX D

### Resources

*Spanish is Fun* (textbook), Ingram Publications, ISBN 978-1567658156  
*Spanish is Fun* (workbook), Amsco Publications, ISBN 978-1567658170  
Spanish/English Dictionary  
Duolingo

[www.getkahoot.com](http://www.getkahoot.com)  
[www.quia.com/shared/spanish](http://www.quia.com/shared/spanish)  
[www.123teachme.com](http://www.123teachme.com)  
[www.spanishspanish.com](http://www.spanishspanish.com)  
[www.studyspanish.com](http://www.studyspanish.com)  
[www.spanishdict.com](http://www.spanishdict.com)  
[www.spanish4all.com](http://www.spanish4all.com)  
[www.pinterest.com](http://www.pinterest.com)  
[www.spanish@glencoe.com](http://www.spanish@glencoe.com)  
<https://www.youtube.com/watch?v=q0K6Yg9lFK8>: Gustar 1  
<https://www.youtube.com/watch?v=SJ0LC4RxbCA>: Gustar 2  
<https://www.youtube.com/watch?v=MxAZR2GX6EY>: Gustar 3  
<https://www.youtube.com/watch?v=iaDwigX7sgA>: Spanish-speaking Countries of the World  
<https://www.youtube.com/watch?v=0Aw-yBBBLEI>: Greetings  
<https://www.youtube.com/watch?v=m9eaWTKrBDk>: Greetings and Goodbyes  
[https://www.youtube.com/watch?v=TaEe6\\_wikB8](https://www.youtube.com/watch?v=TaEe6_wikB8): Como estas? Rap  
<http://spanishcognates.org/>: Cognates  
<http://www.colorincolorado.org/pdfs/articles/cognates.pdf>: List of Common Cognates  
<https://www.youtube.com/watch?v=zyN-cPkdV2A>: Gustar + Nouns  
[https://www.youtube.com/watch?v=jAgY7\\_08GT8](https://www.youtube.com/watch?v=jAgY7_08GT8): Gustar + Inf.  
<https://www.youtube.com/watch?v=OYcoiUI5Ut8>: Gusta Song  
<https://www.youtube.com/watch?v=mjfr1FwKG5I>: Las verduras  
<https://www.youtube.com/watch?v=zyN-cPkdV2A>: Las frutas  
<https://www.youtube.com/watch?v=uu5gm6LgCzo>: Basho I'm Hungry Song  
<https://www.youtube.com/watch?v=YkMTes-sxQg>: Las Emociones de Niko Video  
[http://www.huffingtonpost.com/2013/09/05/crafts-hispanic-heritage\\_n\\_3875830.html](http://www.huffingtonpost.com/2013/09/05/crafts-hispanic-heritage_n_3875830.html): Crafts to Celebrate Hispanic Awareness Month  
<http://kidworldcitizen.org/2011/11/17/make-a-tropical-blue-morpho-butterfly/#more-568>: Blue morpho butterfly craft  
<http://www.donquijote.org/culture/spain/art/museums/>: Museums in Spain  
<http://www.colorincolorado.org/pdfs/articles/cognates.pdf>: List of Common Cognates  
<https://www.youtube.com/watch?v=AgzsYgXnnBU>: Pura vida  
[https://www.youtube.com/watch?v=emIe\\_GO0hc8](https://www.youtube.com/watch?v=emIe_GO0hc8): Costa Rica wildlife

<https://www.youtube.com/watch?v=wuotLQ2FvIc>: Chile

<https://www.crayola.com/lesson-plans/chilean-rainsticks-lesson-plan/>: Chilean rain stick lesson plan

[https://www.youtube.com/watch?v=iKK\\_QKK9lYU](https://www.youtube.com/watch?v=iKK_QKK9lYU): Spain travel video

<https://www.youtube.com/watch?v=XaDSAaSO60M>: Picasso

Cultural videos/songs

Cultural readings

Activity Centers

Jumping Jelly Beans

Cognate Frenzy

Hangman

Pictionary

TPR

Fly Swatter

Kahoot

Whiteboard Activity

Sparkle

Ole

Charades

## **APPENDIX E**

### **Suggested Assessments**

Oral /written “Challenges” - Students will be given clues about emotions, which they must recognize and match appropriately (either with partners or individually).

Mini guided conversation between 2 or more students involving sharing of feelings and basic conversation

Comic Strip – Students will express and illustrate feelings through a comic strip (Chunk section of project for each individual student).

Oral /written “Challenges”-When given a brief description of a place, students will identify where they are.

Students will have a short “mini conversation” with a partner discussing their locations and how they are feeling in that specific location.

Create an infographic of Randolph where students label the different places.

Oral /written “Challenges” –Students will express their likes and dislikes by creating a food journal for the three meals of the day

Role Play: (Talking about food preferences)

Describe food based on previously learned colors

Costa Rica: Students will create a representation of the blue morpho butterfly who lives in the rain forest.

Chile: Students will create a rain stick as symbolic representation of the agriculture in Chile.

Spain: Students will research a famous Spanish artist and create an artifact that represents Spain.