

**Belvidere Cluster Wide  
World Language Curriculum  
Grade 7  
Updated September, 2018**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Music
- Physical Education
- Technology
- Visual and Performing Arts

**Technology Standards and Integration**

iPads

Various websites

Interactive SmartBoard activities

**NJSLA Technology**

8.1.8.B.1

Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.8.C.1

Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.8.D.1

Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2

Demonstrate the application of appropriate citations to digital content.

8.1.8.E.1

Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.F.1

Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Agriculture, Food & Natural Resources
- Education & Training
- Hospitality & Tourism
- Human Services
- Marketing

**21st Century Skills/Standards**

- Global Awareness
- Civic Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication

- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **Integrated Accommodations and Modifications**

#### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

#### **ELL**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning

- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

### **504**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology

- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

# Unit #1, World Language, Vamos a Escuela

Time Period: **September**  
Length: **35 days**

## Enduring Understanding

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The daily life and interactions of my school environment are important topics for polite conversation.

## Essential Questions

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How do I talk about my everyday interactions in school in Spanish?

## New Jersey Student Learning Standards

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|                     |   |
|---------------------|---|
| WL.7.1.NH.B.3       | Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.                               |
| WL.7.1.NH.A.7       | Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.   |
| WL.7.1.NH.A.5       | Demonstrate comprehension of short conversations and brief written messages on familiar topics.   |
| WL.7.1.NH.A.2       | Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.                                   |
| WL.7.1.NH.B.2       | Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities. |
| WL.7.1.NH.B.L.1.b.4 | Give reasons.   |
| WL.7.1.NH.B.L.1.a   | Ask and answer questions related to everyday life.  |
| WL.7.1.NH.B.4       | Ask and respond to questions, make requests, and express preferences in various social situations.  |
| WL.7.1.NH.A.4       | Identify people, places, objects, and activities in daily life based on oral or written descriptions.   |
| WL.7.1.NH.B.L.1.b.7 | Express an opinion and preference.  |

## Student Learning Objectives

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Review and use appropriate gestures, intonations, and expressions during daily interactions.

Identify and review classroom and school objects.

Apply correct definite/indefinite articles, pluralization rules, and gender identification.

Identify names of classes and materials needed for each class.

Review telling time and discuss school schedules using the verb ser.

Use the verb estar to identify various locations in a school and basic prepositional phrases.

Compare and contrast schooling system in America with Spanish speaking countries.

Identify subject pronouns and correctly apply the -AR verb ending for each pronoun.

Apply correct endings of regular -AR verbs when conjugating a variety of regular -AR verbs in context.

Ask and answer a variety of questions pertaining to their interests and daily habits using first, second, and third person singular, and first person plural forms of a variety of -AR verbs.

## Instructional Activities

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Smart board flash cards- student identify classroom objects. Fill in vocabulary list.

Vocabulary games: Flyswatter game, flashcard game, memory, toca, etc.

Introduce definite and indefinite articles/ singular and plural rules/ gender identification using pocket chart,

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smart board, etc.

Inquiry learning- identify names of classes based on clues

Hold up objects and identify classes associated with each object. (lupa- ciencias)

Quien es el profesor/la profesora de: activity

Review telling time by using white boards, mini clocks, smart board activities and challenges, etc.

Telling time index card game or bingo.

Performance Based Assessment: Create your ideal schedule and compare it to your actual schedule. Be prepared to present reasons why you like various classes, times the classes meet, materials needed for various classes, etc. Discuss your schedule with a partner. Present your schedule to the class using powerpoint, smart board, or other device.

Identify locations in a school vocabulary and play vocabulary game to practice locations.

iPad- create scan symbols and students go on a scavenger hunt to identify locations in a school.

Review the verb estar and discuss where different people are located in a school on a map.

Exercises to review the verb estar using teacher created worksheets or other interactive activities.

Map activity with the verb estar and ser de.

Inquiry Learning- Teacher asks students a series of questions about their school related practices using tu endings of verbs as students answer with the yo form. Students discuss what changes when talking about themselves and describing others and determine background knowledge of -AR verb endings. Teacher gives -AR verb notes on smart board.

Zip Around- Students ask and answer a series of questions applying -AR verb endings for tu and yo form.

Interview/Think-Pair-Share- Students read a variety of questions about themselves and answer accordingly using yo endings then interview 2 classmates about their answers. Students record their classmate's answers in the el/ella form. Students share answers with the class regarding their findings.

Storytelling or other contextualized method to introduce -AR verbs and ending usage.

Students will write a short descriptive essay about themselves and their interests using the yo form of the various -AR verbs.

Venn Diagram Activity: Write a list of interests using the yo form, then interview a partner and record their statements using the el/ella forma. Compare common interests students have with their partner using the nosotros form.

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## **Interdisciplinary Connections**

Social studies: schooling around the globe

ELA: essay informative autobiographical writing

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## **Texts and Resources**

Smart board

Powerpoint

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Teacher created games and activities

Teacher created worksheets

Mini clocks

iPads

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## **Assessment**

### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

### **Summative assessments**

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Vocabulary quizzes- classroom objects, classes and school locations

Grammar quiz- definite/indefinite articles, singular/plural rules, gender identification, the separate verbs of ser and estar

Collected and graded homework assignments

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

Performance Assessment- Design and present an ideal school schedule that discusses times, classes, materials, and other pertinent unit vocabulary

Rubric to grade Performance Assessment

# Unit #2, World Language, Dia de los Muertos

Time Period: **October**  
Length: **10 days**

## Enduring Understanding

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Various cultures have different views of life and death.

## Essential Questions

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What are the philosophical ideologies and historical perspectives related to the celebration of el Dia de los Muertos?

## New Jersey Student Learning Standards

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|-----------------|---|
| WL.7.1.NH.C.C.3 | Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)  |
| WL.7.1.NH.B.C.3 | Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)  |
| WL.7.1.NH.C.1   | Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience.   |
| WL.7.1.NH.C.C.8 | Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) |
| WL.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.   |
| WL.7.1.NH.B.C.2 | The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)   |
| WL.7.1.NH.C.C.9 | Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)  |
| WL.7.1.NH.C.C.2 | The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)   |
| WL.7.1.NH.C.4   | Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.   |
| WL.7.1.NH.A.3   | Recognize some common gestures and cultural practices associated with target culture(s).  |
| WL.7.1.NH.B.C.8 | Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) |

## Student Learning Objectives

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Identify countries of the world in which Day of the Dead celebrations occur.

Compare and contrast the cultural celebrations of Dia de los Muertos, Halloween, and Memorial Day.

Recognize and analyze the cultural and religious symbols and history associated with Dia de los Muertos.

Discuss the impact of the advances in technology, globalization, and modern culture on the current and historical celebrations of Day of the Dead.

Demonstrate comprehension orally and in writing of cultural practices associated with Dia de los Muertos in a Web Quest.

Create an authentic cultural product associated with the celebration of el Dia de los Muertos.

Watch Day of the Dead video streamed online showing an authentic celebration in Oaxaca, Mexico.

Identify, discuss, explain, analyze, and evaluate traditions and philosophies by researching Day of the Dead celebrations in a variety of different media formats.



## **Instructional Activities**

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Whole class discussion/KWL of Day of the Dead practices and celebrations. Discuss current celebrations of Dia de los Muertos and examine the impact of modern society on ancient traditions.

Students use related websites to research and identify on a world map the locations of Day of the Dead celebrations around the globe.

Students create an authentic product associated with Dia de los Muertos such as a mask or an altar.

In a Performance Based Assessment using the internet, library reference and topic books, and iPads, students will work cooperatively to evaluate, analyze, and explain Day of the Dead traditions, philosophies, and celebrations. Students will present their research by choosing from a written essay in English/Spanish, a written letter from the perspective of a Mexican student pertaining to Day of the Dead philosophies and celebrations, Power Point presentation, creation of a planning calendar for Day of the Dead celebration, Diagram and discussion comparing Day of the Dead to another holiday.

## **Interdisciplinary Connections**

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Social Studies: geographical location of celebrations, anthropological discussion of religious beliefs and practices

Art: illustration of holiday symbols

ELA: read-alouds, comparing/contrasting, presentational skills and public speaking

Technology: Web Quest, creation of multimedia presentation

## **Texts and Resources**

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Google images of symbols and altars associated with Dia de los Muertos celebrations.

Children's literature associated with Dia de los Muertos

World map, Templates for mask, altar, or calaveras

Websites related to Day of the Dead philosophies and celebrations for Web Quest: <http://vimeo.com/71853142>, <http://latino.si.edu/dayofthedead/>, [http://education.nationalgeographic.com/education/media/dia-de-los-muertos/?ar\\_a=1](http://education.nationalgeographic.com/education/media/dia-de-los-muertos/?ar_a=1), <http://www.inside-mexico.com/featuredead.htm>, <http://spanish.about.com/cs/culture/a/dayofdead.htm>, <http://www.mexicansugarskull.com/support/dodhistory.html>, <http://www3.niu.edu/newsplace/nndia.html>, <http://www.holidayinsights.com/other/losmuertos.htm>, <http://www.azcentral.com/ent/dead/http://www.eugeneweekly.com/20131017/lead-story/dia-de-los-muertos>, <http://www.mexconnect.com/tags/day-of-the-dead>

## **Assessment**

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### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Comprehension of literature, vocabulary and cultural differences through oral response.

Oral discussion of cultural practices and differences.

### **Summative assessments**

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Correctly identify the location of Mexico on a world map either by pointing or coloring it.

Checklist identification of symbols associated with the holiday.

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

Rubric evaluation of student-created cultural products

# Unit #3, World Language, Presentations and Introductions

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **November**  
Length: **3 weeks**  
Status: **Published**

## Enduring Understanding

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Making plans and introductions are an important part of conversation in a foreign language.

## Essential Questions

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How do I meet new people and make plans with them in the Hispanic world?

## New Jersey Student Learning Standards

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|                     |   |
|---------------------|---|
| WL.7.1.NH.C.C.5     | Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject - area preferences, academic record, and career awareness, exploration and preparation.) |
| WL.7.1.NH.B.L.1.b.5 | Request, suggest, and make arrangements.  |
| WL.7.1.NH.B.L.1.b.6 | Extend, accept, and decline an invitation.  |
| WL.7.1.NH.C.2       | Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.   |
| WL.7.1.NH.C.C.6     | The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)   |
| WL.7.1.NH.B.C.9     | Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)  |
| WL.7.1.NH.B.4       | Ask and respond to questions, make requests, and express preferences in various social situations.  |
| WL.7.1.NH.B.L.1.b.7 | Express an opinion and preference.  |

## Student Learning Objectives

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Correctly use the contractions *al* and *del* when making introductions.

Make introductions in a variety of social settings.

Use words of courtesy when responding to an introduction.

Make plans for a future event.

Demonstrate comprehension of an authentic cultural invitation to an event and the language it needs.

## Instructional Activities

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Introduce the indirect object pronouns *te*, *le*, and *les* with *presento* and apply them to making presentations of various people (familiar, formal, and plural).

Review contractions *al* and *del*. Students fill in the blanks on smart board activity to make proper introductions.

Partner activities to practice making introductions: introduce a friend, introduce a fictional person/group of people.

Role-play various greeting and introductions scenarios. Present role-plays to the class.

Authentic Invitation Activity: *te invito a ...* invitations (teacher created or online examples). Ask and answer questions orally or in writing pertaining to the invitations.

Create an invitation or a flyer for a cultural event using correct unit vocabulary.

Ask and answer basic questions about a future event. Report information either orally or in writing.

Authentic Assessment: 1) Create a dialog in which students introduce one another, respond to introductions, and relay information about the upcoming by asking and answering questions. or 2) Students introduce several characters from a culturally authentic book e.g. *Esperanza Rising*, *Taking Sides*, *Flight to Freedom*. Students engage in a question/answer session with the class to further relay information about the characters in an interview scenario.

## Interdisciplinary Connections

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ELA: Interviewing techniques, Literature, Dramatization and role-playing, Public speaking

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Technology: Creation of advertisement or invitation

## **Texts and Resources**

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Microsoft publisher/word

Glogster ([www.glogster.com](http://www.glogster.com))

Audacity ([audacity.sourceforge.net](http://audacity.sourceforge.net))

## **Assessment**

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### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

### **Summative assessments**

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Quiz on unit vocabulary and grammar

Collected and graded homework and classwork assignments

Accuracy when asking and answering questions

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

Rubric for evaluation of role-play and dialog/character introduction performance assessment

Rubric for evaluation of invitation or flyer activity

# Unit #4, World Language, Locations and Prepositions

## ¿Adónde Vas?

Time Period: **December**  
Length: **30 days**

### Enduring Understanding

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Locations and prepositions are needed for navigating at home and abroad.

### Essential Questions

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How do I use language to get where I need to go?

### New Jersey Student Learning Standards

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|                   |   |
|-------------------|---|
| WL.7.1.NH.A.L.1.c | Infer the meaning of some unfamiliar words when used in familiar contexts.  |
| WL.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.   |
| WL.7.1.NH.A.2     | Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.   |
| WL.7.1.NH.A.L.1   | The Novice - High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to:  |
| WL.7.1.NH.C.2     | Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.   |
| WL.7.1.NH.B.C.6   | The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)   |
| WL.7.1.NH.B.4     | Ask and respond to questions, make requests, and express preferences in various social situations.  |
| WL.7.1.NH.A.4     | Identify people, places, objects, and activities in daily life based on oral or written descriptions.   |
| WL.7.1.NH.A.C.8   | Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) |

### Student Learning Objectives

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Identify locations in a city.

Conjugate the verb ir to answer the question, ¿Adónde vas?

Use the contraction al with city vocabulary and the verb IR

Use the contraction del with the verb venir and the question ¿De donde vienes?

Ask and answer the questions, ¿Adónde vas? ¿Como vas?, and ¿De donde vienes?

Identify and explain appropriate methods of transportation.

Use the verb IR to discuss locations of places they will go.

Use prepositions to describe location.

Use the verb estar to describe location with prepositions.

Use the verb venir to discuss places you have recently been.

### Instructional Activities

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Vocabulary game: How many can city locations can you recognize using cognates and background knowledge?

Vocabulary flashcards/warm-up charts to practice vocabulary

Recognizing monuments major city locations/buildings in a major Hispanic city

Identify conjugation of the verb IR, and introduce the structure of IR+A. Review of contraction al

Communicative gap: students ask and answer where each person is going on a city map

Identify methods of transportation with TPR

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Picture prompts: students stand in groups of 3 to string together and translate a sentence to discuss where they're going and how they're getting there.

Card game: students play in groups of 3 or 4. They have to ask for cards and draw cards like go fish. To lay down a sentence, they need a subject/verb, location, and method of transportation.

Information sharing activity: ask and answer the questions ¿Adónde vas?, ¿Cómo vas?, and ¿Dónde vienes? to fill in information about where each person is going, where they're coming from, and how they are getting there.

Review estar and introduction of basic prepositions (derecha, izquierda, cerca de, lejos de, al lado de...) Review of the contraction del.

Map Partner Activity: Give and follow directions based on a Hispanic city map to find a secret location.

Create a treasure hunt map using unit vocabulary and monument/building vocabulary for a given Hispanic city. Have a partner follow the directions to determine which monument holds the treasure.

Using a metro map of a large Hispanic city, students determine which metro stop to take for various monuments/buildings.

Review of telling time and schedules by asking and answering pertinent cultural questions about train, plane, bus schedules/ business hours of operation.

I am lost Activity - Have students create and role-play a tourist help line - I am here and I need to get to...

Describe on a city map how to go from one place to another.

Describe navigation of a metro system in a Hispanic city using unit vocabulary.

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## **Interdisciplinary Connections**

Social Studies: Map reading skills, Reading a schedule, Learning about world cities and monuments

ELA: Giving and following directions, Interviewing skills

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## **Texts and Resources**

Online map printouts or links to Hispanic city metro system

Google Earth to view monuments in various Hispanic cities

Flashcards of unit vocabulary

Teacher created interview worksheets/index cards

Online printouts or links to various transportation schedules

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## **Assessment**

### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Accuracy in asking and answering questions during games and partner activities

Accuracy in map partner activity using teacher observation

Accuracy in collected and graded classwork and homework assignments

### **Summative assessments**

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Tests and quizzes for unit vocabulary and grammar

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

Rubric to evaluate I am lost activity

Rubric to evaluate treasure hunt activity

# Unit #5, World Language, Navidad and Three Kings Day

Time Period: **January**  
Length: **15 days**

## Enduring Understanding

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Holiday celebrations differ between cultures.

## Essential Questions

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How is Christmas different from Las Posadas/Three Kings Day?

What are Posadas?

What is Three Kings Day?

## New Jersey Student Learning Standards

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WL.7.1.NH.C.3  
WL.7.1.NH.C.5

Describe in writing people and things from the home and school environment.

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.

WL.7.1.NH.C.4  
WL.7.1.NH.C.2

Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.

Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.

WL.7.1.NH.A.3  
WL.7.1.NH.A.4

Recognize some common gestures and cultural practices associated with target culture(s).

Identify people, places, objects, and activities in daily life based on oral or written descriptions.

## Student Learning Objectives

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Compare and contrast the cultural celebrations of Christmas with Las Posadas/Three Kings Day.

Recognize the cultural symbols associated with Las Posadas/Three Kings Day.

Compare and contrast Christmas practices and traditions of Mexico with their own familial practices..

Identify Christmas vocabulary commonly associated with our American Christmas celebrations in Spanish.

Demonstrate comprehension orally and in writing of cultural practices associated with Las Posadas/Three Kings Day based on children's literature.

Identify Christmas vocabulary commonly associated with American and Mexican celebrations in Spanish.

Identify familiar vocabulary and make predictions about unfamiliar vocabulary based on background knowledge

## Instructional Activities

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KWL of Navidad and Three Kings celebrations.

Internet Research of Las Posadas/Three Kings Day as religious celebrations using related websites. Students work cooperatively to complete informational sheets, powerpoint presentations, etc.

Introduce and sing traditional Spanish villancicos.

Students create an authentic product associated with Las Posadas/Three Kings Day such as a poinsettia or an illustration of the Three Kings.

Read and discuss a Christmas related story pertaining to Mexican Christmas traditions: The Legend of the Poinsettia, The Night of Las Posadas, Federico and the Magi's Gift

Oral Discussion: Compare and contrast Christmas practices and traditions of Mexico with traditions and practices in America.

Practice vocabulary using flashcards, bingo, word searches, Smart Board image identification, etc.

Create an authentic cultural product associated with the celebration of Las Posadas/Three Kings Day.

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Sing popular holiday songs associated with Las Posadas/Three Kings Day.

## **Interdisciplinary Connections**

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Social Studies: Anthropological discussion of religious beliefs and practices, Musical connection to holidays

Art: Illustration of holiday symbols

ELA: Read-Aloud, Comparing/Contrasting

Technology: web quest, iPads and laptops for research

## **Texts and Resources**

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Google images of symbols associated with Las Posadas/Three Kings Day celebrations

Websites associated with Las Posadas, Three Kings

Day: <http://nbclatino.com/2012/12/13/resources-for-celebrating-las-posadas-with-your-child/>

, <http://theothersideofthetortilla.com/2010/12/las-posadas-navidenas/#axzz1fs8BFexJ> ,

<http://www.mommymaestra.com/2010/12/posada-lesson-plans-crafts-activities.htm>, <http://www.youtube.com/watch?v=e3gZ0hAFiGA&feature=youtu.be>

Children's literature associated with Las Posadas/Three Kings Day: Pedro's Christmas Flower, The Legend of the Poinsettia, La Navidad, The Night of Las Posadas

Music Downloads/Pandora Radio for Feliz Navidad or other holiday songs in Spanish

Templates for poinsettia or other related holiday craft

## **Assessment**

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### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Oral discussion of cultural practices and differences.

### **Summative assessments**

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Checklist identification of symbols associated with the holidays.

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

Rubric evaluation of student-created cultural product.

# Unit #6, World Language, ¿Ser ó Estar?

Time Period: **February**  
Length: **40 days**

## Enduring Understanding

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The verb ser is used in permanent situations and the verb estar is used in temporary situations.

## Essential Questions

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To be or not to be? Which one do I use?

## New Jersey Student Learning Standards

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|                     |   |
|---------------------|---|
| WL.7.1.NH.A.L.1.c   | Infer the meaning of some unfamiliar words when used in familiar contexts.  |
| WL.7.1.NH.C.1       | Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience. |
| WL.7.1.NH.A.L.1.b   | Understand the gist and some supporting details of conversations dealing with everyday life.  |
| WL.7.1.NH.C.3       | Describe in writing people and things from the home and school environment.   |
| WL.7.1.NH.B.L.1.b.4 | Give reasons.   |
| WL.7.1.NH.B.L.1.a   | Ask and answer questions related to everyday life.  |
| WL.7.1.NH.C.2       | Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.   |
| WL.7.1.NH.A.4       | Identify people, places, objects, and activities in daily life based on oral or written descriptions.   |

## Student Learning Objectives

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Identify a list of adjectives that are associated with each of the verbs ser and estar.

Conjugate the verb estar with correct adjective endings.

Describe a variety of people and places using expressions with the verb estar.

Review family member vocabulary and describe various family members.

Apply correct adjective endings when describing singular and plural subjects.

Distinguish between the forms and uses of Ser and Estar for the verbs to be.

Identify the reason between using either ser or estar for the verb to be.

Apply the correct verb to be when describing people or things in context and in a variety of situations.

## Instructional Activities

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TPR adjectives used with each verb Ser and Estar.

Teacher created activities to practice adjective vocabulary: crossword puzzles, vocabulary board games, dry erase games and practice, pictionary, etc.

¿Quién es? game. (Guess Who)

Review family member vocabulary using family tree images. Students will read a teacher-created writing that describes some of the members of a fictional family. Students answer questions both orally and in writing about the family member descriptions.

Students write a description of select members of their families using both Ser and Estar.

Notes and chart on ser and estar uses.

Categorizing activity- Given a list of sentences, students categorize each sentence under the reason the sentence is either ser or estar. (Smart Board, flashcard, or cut/paste activity)

Post-it note activity- students will write a sentence for each use of the verb ser and estar on a post it note. Notes will be re-distributed and students put the post it notes under the correct use of ser and estar posters located throughout the room. Outside Activity: Place posters around the field with categories labeled. The teacher holds up a sentence and students have to run to the correct reason.



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United streaming video reinforcing the different uses of ser and estar.

Teacher created ser and estar identification worksheets as warm-ups and homework.

Cooperative activities and games to practice distinguishing between the correct form of the verb Ser or Estar: Board game, Smart Board game, Flyswatter game, etc.

Performance Based Assessment: After choosing a picture of a singular person and a picture of a group of people, students will describe each picture using correct uses of Ser and Estar by writing a creative paragraph about each using either powerpoint, google doc, blogster, or a poster project, then presenting their descriptions. Correct usage of Ser and Estar, and well as presentation will be evaluated using a rubric.

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## **Interdisciplinary Connections**

ELA: Creative Writing

Math: Critical Thinking, Categorizing and Sorting

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## **Texts and Resources**

United Streaming/Discovery Education video streaming

Smart Board

Flashcards of adjective vocabulary (google images)

Glogster

Teacher created materials and worksheets

quia.com (ser and estar activities)

Quizlet (ser and estar activities)

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## **Assessment**

### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Anecdotal records during cooperative learning activities and games

### **Summative assessments**

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Teacher created vocabulary quizzes for adjectives related to each Ser and Estar

Collected and graded homework and classwork assignments

Grammar quizzes related to each verb Ser and Estar

Unit test: Deciding between Ser and Estar

Contextualized reading worksheet and writing collected and graded

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

Performance Based Assessment: Describing people using Ser and Estar

Rubric to evaluate Performance Based Assessment

# Unit #7, World Language, Likes, Dislikes, and Interests

Time Period: **April**  
Length: **5 weeks**

## Enduring Understanding

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Preferences for leisure activities and the manner they are expressed differ around the world.

## Essential Questions

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What do I enjoy doing in my leisure time?

How are my activities different from others around the world?

## New Jersey Student Learning Standards

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|                     |  |
|---------------------|--|
| WL.7.1.NH.A.C.5     | Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to personal likes/dislikes, subject - area preferences, academic record, and career awareness, exploration and preparation.) |
| WL.7.1.NH.C.3       | Describe in writing people and things from the home and school environment.  |
| WL.7.1.NH.A.5       | Demonstrate comprehension of short conversations and brief written messages on familiar topics.  |
| WL.7.1.NH.A.C.6     | The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)  |
| WL.7.1.NH.B.L.1.b.4 | Give reasons.  |
| WL.7.1.NH.B.L.1.a   | Ask and answer questions related to everyday life.   |
| WL.7.1.NH.B.L.1.b.1 | Initiate, maintain, and end a conversation.  |
| WL.7.1.NH.C.4       | Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.  |
| WL.7.1.NH.B.L.1.b   | Handle simple transactions related to everyday life:   |
| WL.7.1.NH.A.4       | Identify people, places, objects, and activities in daily life based on oral or written descriptions.  |
| WL.7.1.NH.B.L.1.b.7 | Express an opinion and preference.   |

## Student Learning Objectives

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Use the verb gustar to discuss likes, dislikes, and preferences.

Identify a variety of infinitive -AR, -ER, and -IR verbs associated with pastimes and leisure activities.

Ask and answer questions about likes, dislikes, and pastimes.

Apply the verb gustar with singular/plural nouns, and infinitive verbs.

Apply indirect object pronouns while asking, answering, and reporting about likes, dislikes, and pastimes.

Compare, contrast, and discuss leisure time and activities in various cultures.

## Instructional Activities

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Introduce a variety of -AR, -ER, and -IR infinitive verbs associated with leisure time and pastimes through TPR, flashcards, etc.

Activities/games to practice infinitive vocabulary: piccionario, bingo, flyswatter, etc.

Introduce the various forms of gustar with singular/plural nouns, and infinitive verbs.

Whole class survey: Teacher asks questions to the whole class pertaining to their likes, dislikes of various subjects, clothing articles, foods, animals and other review vocabulary from previous years. Survey can be performed on paper and scores translated to a graph on excel, or using an online survey tool such as surveymonkey. After the activity, engage in a whole class discussion of the likes and dislikes of the class.

Interview activity: Students interview each other related to likes, dislikes, and pastime activities using the te gusta, and me gusta form. Students report about other students using the le gusta form.

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Blog/Discussion Thread Activity: Teacher posts various prompts in which students need to go online and respond to one or more regarding their likes, dislikes, and pastimes. Students must also respond to the threads of other students.

Essay: Students write a brief essay related to their likes, dislikes, and pastime activities.

Authentic reading/writing: Students read a teacher-created fictional story about the likes, dislikes and pastimes of a family and answer questions about the story both orally and in writing. Students retell the story in their own words either through a comic illustration/narration, or written retelling.

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## **Interdisciplinary Connections**

Math: Creating and interpreting a graph

Technology: Online survey tool

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## **Texts and Resources**

Teacher created smart board games and activities for vocabulary identification

Teacher created interview worksheets

SurveyMonkey

Blog/discussion site

Teacher created story pertaining to likes, dislikes, and pastimes

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## **Assessment**

### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Appropriate response and identification of infinitive verb vocabulary during TPR and vocabulary game activities.

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Teacher observation during asking/answering of questions and discussions related to discussing preferences.

### **Summative assessments**

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Accuracy in interview activity.

Accuracy in completion of teacher-created worksheets.

Checklist of recognition of basic vocabulary associated with likes/dislikes/pastimes vocabulary and response to blog/online discussion tool.

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

Rubric assessment of written or oral retelling of Me Gusta story.

# Unit #8, World Language, Cinco de Mayo

Time Period: **May**  
Length: **10 days**

## Enduring Understanding

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Hispanics have impacted and influenced America.

Immigration is a controversial, multi-sided topic with many aspects to consider.

## Essential Questions

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What is Cinco de Mayo and how/why is it celebrated?

Why do Hispanics immigrate to the United States and what impact on our society and culture has their immigration made?

## New Jersey Student Learning Standards

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|                 |  |
|-----------------|--|
| WL.7.1.NH.A.C.1 | Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)   |
| WL.7.1.NH.C.C.1 | Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)   |
| WL.7.1.NH.A.C.4 | Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)   |
| WL.7.1.NH.A.C.3 | Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) |
| WL.7.1.NH.B.C.4 | Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)   |
| WL.7.1.NH.C.C.2 | The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)  |
| WL.7.1.NH.A.3   | Recognize some common gestures and cultural practices associated with target culture(s).   |
| WL.7.1.NH.B.C.1 | Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)   |
| WL.7.1.NH.C.C.4 | Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)   |
| WL.7.1.NH.A.6   | Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.  |

## Student Learning Objectives

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Recognize the historical events associated with Cinco de Mayo and analyze their impact on modern celebrations. Demonstrate comprehension orally and in writing of cultural practices associated with Cinco de Mayo based on internet research.

Discuss, analyze, and evaluate reasons for and challenges associated with immigration.

Discuss, analyze, and evaluate effects of Hispanic immigration on American society and culture.

## Instructional Activities

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Introduce Cinco de Mayo and its significance to Mexico and Hispanic-Americans through related websites, videos, informational texts, etc.

Students work cooperatively to complete teacher-created information worksheets using related websites, and informational texts.

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Whole class discussion on immigration: Reasons for immigrating, challenges faced when arriving in a new country, impact of immigration to the new country, impact of Hispanic immigration to our American society and culture.  
Student debate: Choose and defend a side for or against a controversial topic related to immigration law

## **Interdisciplinary Connections**

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Social Studies: History of Cinco de Mayo and Mexican-American relations, Geography and location of Mexico, Immigration laws and reform, Debate

## **Texts and Resources**

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Related websites:

<http://www.history.com/topics/holidays/cinco-de-mayo/videos/cinco-de-mayo?m=528e394da93ae&s=undefined&f=1&free=false>

<http://www.history.com/topics/holidays/cinco-de-mayo>

<http://www.immigrationpolicy.org/just-facts/how-united-states-immigration-system-works-fact-sheet>

<http://immigration.procon.org/>

[http://www.washingtontimes.com/news/2014/oct/12/hispanics-want-obamacare-for-illegal-immigrant-dre/?utm\\_source=RSS\\_Feed&utm\\_medium=RSS](http://www.washingtontimes.com/news/2014/oct/12/hispanics-want-obamacare-for-illegal-immigrant-dre/?utm_source=RSS_Feed&utm_medium=RSS)

Smart Board

## **Assessment**

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### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Oral discussion student participation checklist of cultural practices, differences, and immigration.

### **Summative assessments**

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Collected and graded Cinco de Mayo informational worksheet.

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

Evaluation rubric for student debate preparedness, ability to defend point of view, and new/pertinent information.

# Unit #9, World Language, Past, Present, and Future

Time Period: **June**  
Length: **20 days**

## Enduring Understanding

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Language allows me to talk about where I have been, where I am and where I am going.

## Essential Questions

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How do I talk about things that have not yet happened?

How do I communicate past events?

## New Jersey Student Learning Standards

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WL.7.1.NH.A.5

WL.7.1.NH.B.5

WL.7.1.NH.C.4

WL.7.1.NH.C.2

WL.7.1.NH.B.4

WL.7.1.NH.B.C.5

Demonstrate comprehension of short conversations and brief written messages on familiar topics.

Converse on a variety of familiar topics and/or topics studied in other content areas.

Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.

Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.

Ask and respond to questions, make requests, and express preferences in various social situations.

Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject - area preferences, academic record, and career awareness, exploration and preparation.)

## Student Learning Objectives

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Use the verb structure IR+A+INFINITIVE to discuss future plans.

Identify a variety of infinitive verbs to discuss future activities.

Apply -ar verb endings to discuss things you are doing right now.

Use the preterit form of the verb ser to discuss past plans.

Use the present tense of familiar -ar, -er, and -ir verbs to discuss present plans.

Discriminate between past, present, and simple future tenses of verbs.

Use the verb Ser to state current and future professions.

Tell the date and year in Spanish.

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## **Instructional Activities**

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Introduce structure of ir+a+infinitive to express future tense.

Review of infinitive verb with TPR/Games.

Review of present tense conjugation of -AR verbs.

Create battleship game with ir+a+infinitive.

Write about professions; I am, I will be; I'm going to be with illustrations.

Either interview a family member or select a famous and describe in writing/orally their past jobs; current profession and future plans.

Sere - Anonymously write 10 sentences about your future plans and hand them into the teacher. The teacher reads the 10 statements and in partners, students have to decide whose plans they are.

Categorizing activity- categorize phrases into el pasado, el presente, el futuro using smart board, flashcards, or cut/paste sorting activity.

Review of numbers to 1.000 with number games to practice.

Practice stating the date and dates of familiar historical events. Identify if the event was past, present or future.

Yo soy millonario: What are you going to buy with a million dollars? How much does each item cost?

## **Interdisciplinary Connections**

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ELA: Presentational skills, Interviewing skills, Creation of interview questions

## **Texts and Resources**

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Teacher created games and materials

Teacher created worksheets

## **Assessment**

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### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

### **Summative assessments**

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

Rubric to evaluate family member/famous person interview.