Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Course Description: This course is designed to provide students with an introduction to both the Spanish language and the cultures of Spanish speaking people. Students will utilize grade level vocabulary to write and engage in conversations with their classmates. An emphasis will be placed on engaging in informative discourse while asking and answering questions. As students move through the units, reading and writing in Spanish, and the further development of interpretive skills will be a focus.

Written by: Ines Cantatore & Joanna Santana

Reviewed by: Michael Santoro, Supervisor of Curriculum
Melissa Stager, Director of Curriculum

Adopted by the Somerville Board of Education on February 18, 2020
<table>
<thead>
<tr>
<th>Units and Pacing</th>
<th>Transfer Goals</th>
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<tbody>
<tr>
<td><strong>Repaso: Antes de avanzar:</strong></td>
<td><strong>TG1:</strong> Students will be able to describe things they like and don't like to do using the verb <em>gustar</em> with an infinitive such as foods and daily activities using descriptive adjectives.</td>
</tr>
<tr>
<td><em>10 weeks</em></td>
<td><strong>TG2:</strong> Students will be able to say what they have and have to do using the verb <em>tener</em> and <em>tener que</em></td>
</tr>
<tr>
<td><em>Avancemos 1b. pg. 1</em></td>
<td><strong>TG3:</strong> Students will be able to talk about eating healthy foods using -er and -ir verbs</td>
</tr>
<tr>
<td><strong>Unidad 5: Vivimos aquí</strong></td>
<td><strong>TG4:</strong> Students will practice using stem-changing verbs and direct object pronouns to talk about clothes you</td>
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<tr>
<td><em>10 weeks</em></td>
<td><strong>TG1:</strong> Students will compare the distribution of household chores in the home culture with that of the target culture(s).</td>
</tr>
<tr>
<td><em>Avancemos 1b. pg. 40</em></td>
<td><strong>TG2:</strong> Students will use the verb <em>tener</em> to refer to places or things in a home or apartment.</td>
</tr>
<tr>
<td><strong>Unidad 6: Mantener un cuerpo sano</strong></td>
<td><strong>TG3:</strong> Students will interpret authentic written and video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on home tours, descriptions of items in a home, and division of household responsibilities.</td>
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<tr>
<td><em>10 weeks</em></td>
<td><strong>TG4:</strong> Students will be able to use the verb <em>doler</em> to say what hurts and make excuses.</td>
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<tr>
<td><em>Avancemos 1b. pg. 100</em></td>
<td><strong>TG5:</strong> Students will learn how to form the preterite of -ar verbs in order to talk about past actions.</td>
</tr>
<tr>
<td><strong>Unidad 8: Una rutina diferente</strong></td>
<td><strong>TG1:</strong> Students will be able to use stem-changing verbs to talk about daily routines.</td>
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<tr>
<td><em>10 weeks</em></td>
<td><strong>TG2:</strong> Students will learn how to use the preterite tense of <em>hacer</em> to talk about past vacations.</td>
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<tr>
<td><em>Avancemos 1b. pg. 224</em></td>
<td><strong>TG3:</strong> Students will be able to use direct object pronouns to talk about being on vacation.</td>
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**Subject Area:** World Language  
**Grade Level:** 8
<p>| | | | |</p>
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<td><strong>and your friends want to buy.</strong></td>
<td><strong>TG5:</strong> Students will be able to talk about how they feel using adjectives and the verb estar.</td>
<td><strong>TG6:</strong> Students will be able to talk about clothing and restaurant vocabulary with ir a + infinitive.</td>
<td><strong>TG7:</strong> Students will learn about famous Hispanics and their contribution to global society during Hispanic Heritage Month.</td>
</tr>
<tr>
<td><strong>TG4:</strong> Students will learn the differences between ser and estar in order to describe people and locations.</td>
<td><strong>TG5:</strong> Students will be able to describe and explain daily activities done in the home with family members.</td>
<td><strong>TG6:</strong> Students will learn how to use ordinal numbers in order to indicate the order of things, and to talk about the floors of a house or building.</td>
<td><strong>TG7:</strong> Students will use irregular verbs such as Dar, decir, poner, salir, traer, and venir to talk about parties.</td>
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<tr>
<td><strong>TG8:</strong> Students will learn how to give affirmative tú commands and use acabar de + infinitive to tell someone what to do and say what you just did.</td>
<td><strong>TG9:</strong> Students will learn how Navidad (Christmas) is the</td>
<td><strong>TG6:</strong> Students will learn how to form the preterite of verbs ending in -car, -gar, and -zar to talk about what people did.</td>
<td><strong>TG7:</strong> Students will learn about the gestures that are uniquely those of Spanish-speaking countries as well as proverbs that are used in Spanish.</td>
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<td><strong>TG8:</strong> Students will learn about Pascua (Easter) and the wealth of traditions throughout Spanish Speaking Countries.</td>
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| Enduring Understandings | biggest holiday of the year and is parallel to that of the U.S. | EU1: Students’ experiences in other countries may have a different schedule than schools in the United States.  
EU2: Home, family and friends influence who I am, how I feel and what I do.  
EU3: The family is integral part of society that reflects cultural norms.  
EU4: It is important to be aware of the physical structure of homes in Spanish speaking countries and how it is affected by cultural and geographic elements.  
EU5: It is important to learn the contributions of Hispanics to global society during Hispanic Heritage Month. | EU1: Landscape reflects the way of life in a community.  
EU2: Daily routine and responsibilities reflect cultural perspectives particular to a society.  
EU3: It is the responsibility of all family members to contribute to the effective running of the household.  
EU4: Navidad (Christmas) has deep roots across Spanish-speaking countries. | EU1: Sports are played all over the world, whether as hobbies, careers, or as a part of fitness regimens.  
EU2: Baseball is by far the most popular sport in the Dominican Republic which has the second highest number of baseball players playing professionally in Major League Baseball (MLB).  
EU3: Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday behaviors.  
EU4: An individual’s health at different life stages is dependent on heredity, environmental factors and lifestyle choices.  
EU5: Healthy outdoor activities and food choices to maintain a healthy lifestyle are | EU1: Costa Rica is an ideal ecotourism location that has a diverse ecology.  
EU2: Going on a family vacation varies of students from Costa Rica, Ecuador, Uruguay, and the U.S.  
EU3: Landscape in other parts of the world with those that students know vary depending on the year round temperatures.  
EU4: In some countries, forms of address may be more formal than in others.  
EU5: Vacations are universal across where we break free from our daily routine and give ourselves the freedom to focus on new experiences and most importantly ourselves and family. |
<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>EQ1: How might the experience of going to school in another country be different from going to school in the US?</th>
<th>EQ2: How can knowing question words and sentence structure help you to communicate effectively?</th>
<th>EQ3: How do you describe a home in another language?</th>
<th>EQ4: What sports do you like to play or watch? How do you use the verb gustar to talk about sports you like?</th>
<th>EQ5: When is hispanic heritage and why is it celebrated? What are the traditional crafts important to a culture?</th>
<th>EQ6: How do professional athletes support their home countries?</th>
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<td>EQ1: How do forms of address differ among countries?</td>
<td>EQ2: What are some aspects of culture in Costa Rica, Ecuador, and Uruguay?</td>
<td>EQ3: Where do you like to go and what do you like to do during vacation?</td>
<td>EQ4: How is transportation important to a country?</td>
<td>EQ5: How do sports play a role and influence in the everyday lives of people living in Dominican Republic?</td>
<td>EQ6: How do professional athletes support their home countries?</td>
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<td><strong>Performance Tasks</strong></td>
<td><strong>PBL Name: Famoso hispanoamericano</strong>&lt;br&gt;<strong>Goal:</strong> Students will create a Famous Hispanic-American Google Slide and oral presentation&lt;br&gt;<strong>Role:</strong> Students will write an autobiography and create an oral presentation in order to show your ability to speak about yourself and family.&lt;br&gt;<strong>Audience:</strong> Peers&lt;br&gt;<strong>Scenario:</strong> To accompany your presentation, you will create name art, a self-portrait or an album cover which represents you as a person and incorporates details from your autobiography. In order to create these items, you are</td>
<td><strong>PBL Name: El apartamento ideal</strong>&lt;br&gt;<strong>Goal:</strong> Students should pretend to be a home designer and create a house/floor plan with actual photos or drawings. Students should label everything in the house using the Target language.&lt;br&gt;<strong>Role:</strong> Students can create a presentation slide showing a walk through and narration of the home in the target language.&lt;br&gt;<strong>Audience:</strong> Peers&lt;br&gt;<strong>Scenario:</strong> Students will interview a famous athlete participating in the Winter Olympics.&lt;br&gt;<strong>Product:</strong> Skit&lt;br&gt;<strong>Standards:</strong> 7.1.NM.C.2</td>
<td><strong>PBL Name: Soy atleta en los Juegos Olímpicos de invierno.</strong>&lt;br&gt;<strong>Goal:</strong> Students will create a multimedia presentation about a famous Hispanic athlete playing in the Winter Olympics.&lt;br&gt;<strong>Role:</strong> Students will prepare a skit discussing the sport they play and the uniform needed.&lt;br&gt;<strong>Audience:</strong> Peers&lt;br&gt;<strong>Scenario:</strong> Students will interview a famous athlete participating in the Winter Olympics.&lt;br&gt;<strong>Product:</strong> Skit&lt;br&gt;<strong>Standards:</strong> 7.1.NM.C.2</td>
<td><strong>PBL Name: Juego de mesa</strong>&lt;br&gt;<strong>Goal:</strong> Students will create their own buy-and-sell board games based on a trip to Costa Rica.&lt;br&gt;<strong>Role:</strong> To create their games, students will need pieces of cardboard for the game boards, slops of paper to create fake colones, and odds and ends for tokens.&lt;br&gt;<strong>Audience:</strong> Peers&lt;br&gt;<strong>Scenario:</strong> Organize students into small groups to create their board games. Encourage them to be creative with the kinds of spaces they create for the board: a souvenir at the market, a meal at a restaurant, a windsurfing lesson, a walking tour through the rain forest. Students should also include spaces with fines or prizes. Each group can make up their own</td>
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| Product: MovieMaker, iMovie, Microsoft Publisher, Adobe Photoshop, or Photo Story 3 for Windows. Standards: 7.1.NM.C.4 | and explain which place-apartment or house—is more useful for a single person, a small family, and a large family. List reasons. (earthquake-proof, doorman, close to schools, downtown shops and restaurants, pool, etc.) Product: Blue prints of your ideal home Standards: 7.1.NM.C.4 | rules for buying, selling, and winning. Product: Board Game

**Students will be given the choice of:**

PBL Name: Costa Rica: Tus vacaciones ideales

Goal: Creating an informative travel brochure or powerpoint, promoting traveling to Costa Rica.

Role: Interview a Costa Rican person in Spanish. Ask about his/her culture (Interview must be recorded video or audio). Include a typed list of questions, the person’s answers, and a photo of the person. (example questions will be provided) Tell us what you learned about this person and his or her culture. what did you learn about C.R. culture and life?

PBL Name: Puerto Viejo Restaurante

Scenario: Visit a Costa Rican restaurant and eat a Costa Rican meal: Gallo Pinto, casado, or Costa Rican tamales. (at least 7 pictures must be provided with Spanish caption) Tell us what you
learned about Costa Rican cuisine. What is the history of CR food? what are common ingredients? What did you order at the restaurant? What did your family member/ friend order?

PBL Name: Vamos a leer


Role: The book should have at least 6 animals. Each animal should have its own page, include an illustration in color, the animal’s name in Spanish, what is the animal like? Where does it live? what does it eat?

Product: Children's book

PLC Name: Gallo Pinto, Casava y mas...

Goal: Create a traditional Costa Rican dish.

Goal: Create a 3D map of Costa Rica.

Goal: Research and create a Carreta Costarricense.

Standards: 7.1.NM.A.3
**Benchmark Assessment**  
Pre and Post Assessment administered in September and May

**Formative Assessment**
- Admit Slips
- Class discussions
- Assigned homework
- Student participation
- Independent group work/projects
- Quizzes
- asking and answering questions
- Directed dialogues
- Reading aloud
- Retelling stories
- General conversation
- Listening to the teacher and peers
- Listening and/or viewing authentic audio, such as television, songs, radio, etc.
- web-based activities
- Reading poems and stories
- Current events
- Vocabulary flash cards
- Online textbook exercises
- Games and puzzles
- Sentence and paragraph completions and construction
- Guided compositions
- Dictations
- teacher and peers

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<th>Summative Assessment</th>
<th>*Repaso Assessment</th>
<th>*Unidad 5 Assessment</th>
<th>*Unidad 6 Assessment</th>
<th>*Unidad 8 Assessment</th>
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<td><strong>Other:</strong></td>
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| Technology Integration | Content-related websites, Internet, Web Quests, wireless laptop computers, SMART Boards, Google apps, video streaming, Animoto, Storybird, Newsela.com | Content-related websites, Internet, Web Quests, wireless laptop computers, SMART Boards, Google apps, Prezi, video streaming, Nearpods, Storybird, Newsela.com | Content-related websites, Internet, Web Quests, wireless laptop computers, SMART Boards, Google apps, Prezi, video streaming, Nearpods, Storybird, Newsela.com, Animoto | Content-related websites, Internet, Web Quests, wireless laptop computers, SMART Boards, Google apps, Prezi, video streaming, Nearpods, Storybird, Newsela.com |

| Resources | The following resources will be used in the curriculum:  
- ¡Avancemos! 1b  
- Classzone  
- Quizlet  
- Google Classroom  
- Quia  
- Gimkit  
- Quizizz  
- Kahoot  
- Padlet  
- Pear Deck  
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**IEP:** Students will be provided with all IEP accommodations and modifications as stated in their IEP

**504:** To receive 504 Accommodations designed to meet his or her individual needs.

**English Language Learners:**

Lesson-by-lesson accommodations for English Language Learners are included in the Avancemos Teacher Instruction Book.

**504:** To receive 504 Accommodations designed to meet his or her individual needs.
<table>
<thead>
<tr>
<th>Language Learners are included in the Avancemos Teacher Instruction Book</th>
<th>Gifted and Talented: the Avancemos 1b Book includes:</th>
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