

	THEMATIC UNIT	CULTURE	GRAMMAR	APPLICATION
Heritage Middle School				
Spanish B				
MP 1	Unit 1: <i>Personal and public identities</i> Vocabulary: <ul style="list-style-type: none"> • Introductions • Age • Where I'm from • Where I live • Descriptions of myself and others • Immediate family members • Leisure activities • Likes and dislikes 	<ul style="list-style-type: none"> • Compare likes and dislikes of American students with that of Spanish-speaking students • How to appropriately address someone in the target language 	<ul style="list-style-type: none"> • Tú vs. Ud. • Verb "gustar" • Using the personal "a" • Utilize verbs in infinitive forms • Adjectives • Definite and indefinite articles • The verb "ser" • Subject pronouns • Present tense –ar verbs 	Present your likes and dislikes Dramatize a skit of meeting a new person Read a description of someone new Write a description of a celebrity
MP2	Unit 2: <i>Family and communities: Education</i> Vocabulary: <ul style="list-style-type: none"> • School schedules and subjects • Classroom objects • School activities • Ordinal numbers • Where things are located 	<ul style="list-style-type: none"> • Compare educational systems in US and target cultures in terms of scheduling, subjects, etc. • Discuss uniforms and their use in the US vs. target cultures • Discover where school resources (such as textbooks) are attained in various countries 	<ul style="list-style-type: none"> • Subject pronouns • Correct usage of tú, Ud, and vosotros • Present progressive • Prepositions of locations • The verb "estar" • Indicating possession • Interrogatives 	Create your schedule in Spanish Compare class preferences Create a classroom layout Create a brochure or a map about your school for a new student Read articles about schools Recreate a dialogue between a student and a teacher
MP3	Unit 3: <i>Global issues and Challenges: Food and health</i> Vocabulary: <ul style="list-style-type: none"> • Healthy foods • Breakfast and lunch foods • Beverages • The food pyramid • Exercise choices • Maintaining health • Hunger, thirst, hot cold expressions • Expressions of frequency 	<ul style="list-style-type: none"> • Compare eating habits in the US and target cultures • How does geography impact local cuisine? • How are markets and supermarkets in various countries? • La tomatina • Churros y chocolate • How are foods prepared in the US vs. in target cultures? • What foods are imported and/or exported to and from Spanish speaking countries? 	<ul style="list-style-type: none"> • Present tense –er and –ir verbs • Time indicators • Using negatives • Plural of adjectives • The verb "tener" • The verb "encantar" • Using a noun to modify another noun 	Create a food pyramid Create a menu for a healthy cafeteria Interview peers about their eating habits Create advertisements for restaurants Create a presentation about their favorite foods

MP4	Unit 4: Communities Vocabulary: <ul style="list-style-type: none"> • Places • Activities for each place • Transportation • Extend, accept, and decline invitations 	<ul style="list-style-type: none"> • El AVE (Spain's high-speed train) • Comparing Livingston with another community in the target culture • Compare maps of cities in the target culture 	<ul style="list-style-type: none"> • The verb "ir" with places • The verb "ir" with the simple future tense • Expressions of time (esta tarde, hoy) • Asking questions • Preposition "al" • Gustaría • Expressions of frequency (a veces, nunca, siempre, etc.) 	<ul style="list-style-type: none"> • Role play making plans with a friend • Compare modes of transportation • Create a map of Livingston for a new student • Interview students about favorite places and activities • Advertise a cultural event for the community using social media
------------	---	--	--	---

Novice-Low Can-Do Statements

Interpersonal Communication: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

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

Presentational Writing: I can copy some familiar words, characters, or phrases.

Interpretive Listening: I can recognize a few memorized words and phrases when I hear them spoken.

Interpretive Reading: I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

21st Century Skills Summary through the lens of the NJ Standards

CRP1. Act as a responsible and contributing citizen and employee

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.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.