<mark>Jnit Title</mark> : Lección 1 – Hola, ¿Qué tal?	
Stage 1: Desired Results	
Standards & Indicators: Novice Mid	
nterpretive Mode of Communication: Novice Mid learners understand and communicate at the word, phrase, ar simple sentence level and can independently identify and recognize memorized words and phrases that bring neaning to text.	าd
Core Idea:Learning a language involves interpreting meaning from listening, viewing, and reading culturally authen naterials in the target language.	tic
 Performance Expectations 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 	
nterpersonal Mode of Communication: Novice Mid learners understand and communicate at the word and phra evel independently when responding to learned questions, ask memorized questions, state needs and preferences and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participa in true exchanges of information	s,
Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between ar among individuals.	۱d
 Performance Expectations 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memoriz words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 	ed

Presentational Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Expectations

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Career Readiness, Life Literacies and Key Skills			
Standard	Performance Expectations	Core Ideas	
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices	
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.	
Critical Thinking and Problem-solving	 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes 	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	
Digital Citizenship	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.	
Global and Cultural Awareness	 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3). 	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.	

Information and Media Literacy Technology Literacy	change for different p	information on climate ourposes and audiences tural, gender, and age SA.SL5) te media sources for nd motivations (e.g., IPRET.6). digital tools based on ssibility options, for accomplishing a	In order for members of our society to participate productively, information needs to be shared accurately and ethically. Media have embedded values and points of view. Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
 Central Idea/Enduring Understanding: Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence. Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 		How do people r	stions: greet one another? make introductions? to Spanish speakers have in the U.S.
Content: Vocabulary • Cognates • Greetings & Goodbyes • Identifying Yourself with Others • Courtesy Expressions Grammar • Gender/Number of Nouns (1.1) • Definite & Indefinite Articles (1.1) • Numbers 0-30 (1.2)		 Introduce myself Participate in ba met. Recognize ways the Fotonovela v Recognize ways the Fotonovela v 	d new acquaintances. f and others. sic conversations with people I just people introduce each other through video series. to identify people and objects through video series. ses related to telling time through the

- Pronouns (1.3)
- Present Tense of Ser (1.3)
- Telling Time (1.4)

Pronunciation

• Spanish Alphabet

Culture

- Greetings in Spanish Speaking Countries
- La Plaza Principal
- Hispanic Influence in U.S. & Canada
- Plaza de Mayo Buenos Aires, Argentina
- Hispanic Heritage Month

- Recognize polite expressions.
- Compare and Contrast the Spanish and English alphabets.
- Say and Write the names of the Spanish letters.
- Spell basic words in Spanish.
- Explain to others how Spanish speakers greet one another.
- Discuss how Spanish speakers use different greetings for friends and for respected adults.
- Identify and Talk about some famous couples and friends in Spanish speaking areas.
- Describe the Plaza Principal and discuss its role.
- Name objects and people and pair them with correct articles (definite/Indefinite).
- Make nouns plural.
- Say and Write the numbers 0-30.
- Solve basic math problems using the number 0-30.
- Say who someone is and indicate where they are from.
- Indicate to whom an object belongs/possession.
- Talk about professions and occupations.
- Ask for and Tell time.
- Indicate the time of day.
- Recognize cognates to better understand a reading selection.
- Recognize prefixes and suffixes to identify cognates.
- Create a telephone/address list in Spanish.
- Identify familiar words and expressions in a short recorded conversation.
- Answer questions based on a conversation I hear at a travel agency.
- Understand the message of an advertisement for credit cards.
- Prepare my own commercial.
- Describe the identity and role of the Plaza Mayor in Buenos Aires.
- Explain the cultural roles of plazas in Argentina.
- Identify and discuss the cultural practices of greetings in the Spanish-speaking world.
- Talk about Hispanics in the United States and Canada and their cultural contributions to both countries.
- Read, Summarize, & Discuss cultural articles and topics.
- Research a famous Hispanic and their contribution(s) to society.
- Create a digital biography of a famous Hispanic.

Interdisciplinary Connections:

English

- Connections evident in every chapter:
 - i. Assign correct punctuation in a sentence.
 - ii. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
 - iii. Expand vocabulary.
 - iv. Compare/Contrast language.
 - v. Read/Respond to different types of literature.
 - vi. Ask and answer questions.
 - vii. Read, Summarize, & Discuss cultural articles and topics.
- Reading Comprehension
 - i. Identify cognates in a text and use them to infer the main idea.
 - ii. Read texts, summarize, and infer the meaning of vocabulary.
 - iii. Recognize prefixes and suffixes to identify cognates.
- Complete writing assignments based on chapter themes.
- Chapter Grammar/Vocabulary Topics
 - i. Introduce myself and others.
 - ii. Participate in basic conversations with people I just met.
 - iii. Compare and Contrast the Spanish and English alphabets.
 - iv. Say and Write the names of the Spanish letters.
 - v. Spell basic words in Spanish.
 - vi. Name objects and people and pair them with correct articles (definite/Indefinite).
 - vii. Make nouns plural.
 - viii. Discuss the role gender plays in nouns, and the use of non-binary pronouns.

Math

- Say and Write the numbers 0-30.
- Solve basic math problems using the number 0-30.
- Complete number sequences.
- Ask and Tell time.
- Express age.
- Count.
- Represent quantities.

Art/Music

- Listen to/Interpret songs.
- Draw with various media.
- View videos, ads, commercials, TV programs, and interviews
 - i. Fotonovela video series
 - ii. Prepare my own commercial.
- Create a digital biography of a famous Hispanic.

History

- Learn about Hispanic Heritage Month.
- \circ $\;$ Research a famous Hispanic and their contribution to society.
- Learn about/Discuss the Hispanic influence in the United States and Canada.
- Learn about Spanish speaking countries.
- Identify Spanish speaking countries on a map of Central America, South America, Europe and Africa.
- \circ $\;$ Read and Discuss current events.
- Read, Summarize, & Discuss cultural articles and topics.
 - i. Describe the identity and role of the Plaza Mayor in Buenos Aires.

ii. Explain the cultural roles of	of plazas in Argentina.
iii. Identify and discuss the cu	ultural practices of greetings in the Spanish-speaking world.
iv. Talk about Hispanics in the	e United States and Canada and their cultural contributions to both
countries.	
v. Research a famous Hispa	nic and their contribution(s) to society.
Stage 2: A	ssessment Evidence
Performance Task(s):	Other Evidence:
Quizzes	 Vocabulary/Grammar Presentations & Tutorials
"Contextos" Vocabulary	 Descubre 1 Online Textbook
Nouns & Articles (1.1)	• EdPuzzle
• Numbers 0-30 (1.2)	 Google Slides Presentations
 Pronouns and Ser (1.3) 	Reading/Writing Activities
• Telling Time (1.4)	 Descubre 1 Online Textbook Assignments
	 Interactive Notebook Activities
Tests	 Dialogs
 Lección 1 – Hola, ¿Qué tal? 	Listening Activities
	 Descubre 1 Online Textbook
Projects	 In-Class Listening Activities
Hispanic Heritage Month Digital Poster	Partner/Speaking/Collaborative Activities
 Spanish Speaking Country Research 	• FlipGrid
Project	 Descubre 1 Online Textbook Assignments
"Greetings & Small Talk" Dialog	Grammar/Vocabulary Games
	 Jamboard
	 Boom Cards
	 Bingo/Eye Spy/Taco Time/Chico Chile/Minuto
	Loco/Dibujo Misterioso
	Culture/Grammar/Vocabulary Songs & Videos
	 EdPuzzle Descubre 1 Online Textbook
	 ○ Descubre 1 Online Textbook ■ Fotonovela
	■ En Pantalla
	■ Flash Cultura
	 Panorama Cultural Interactive Map
	Class Discussions on Cultural Topics
	Digital Resources & Web Based Learning
	 Descubre 1 Online Textbook
	• EdPuzzle
	 Kahoot
	 Rockalingua
	○ Duolingo
	○ Quizizz
	• Boom Cards
	• FlipGrid
	 Google (Classroom, Docs, Slides, Forms, Drawings, Mana, Taur Builder, Jambaard)
	Drawings, Maps, Tour Builder, Jamboard) ○ Padlet
	 Padlet Boom Cards

		Store 2	u Leerning Dien
			: Learning Plan
		Dpportunities/Strategies:	Resources:
•		Based Learning	
•		r/Group Activities/Learning Centers	2020 World Language Standards
	0	Dialogs & Role Playing	
	0	TPR (Total Physical Response)	LGBT and Disabilities Law
	0	Discussions	
	0	Turn & Talk	LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of
	0	Think-Pair-Share	education shall include instruction on the political, economic,
	0	Jigsaw	and social contributions of persons with disabilities and lesbian,
	0	Socrative Speed Dating	gay, bisexual, and transgender people, in an appropriate place
-	0	Oral Reading	in the curriculum of middle school and high school students as
•		nar & Vocabulary Games/Simulations	part of the district's implementation of the New Jersey Student
	0	Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso	Learning Standards (N.J.S.A.18A:35-4.36) A board of
•	Onon	Ended/Targeted Questioning/Cold Call	education shall have policies and procedures in place
•	Guided	v	pertaining to the selection of instructional materials to
•		/Grammar/Vocabulary Videos	implement the requirements of N.J.S.A. 18A:35-4.35.
•		ased Learning	CL SEN Educator Becourses
•	0	Kahoot	GLSEN Educator Resources
	0	Quizizz	Supporting LCPTO Youth Resource List
	0	EdPuzzle	Supporting LGBTQ Youth Resource List
	0	Flipgrid	Respect Ability: Fighting Stigmas, Advancing Opportunities
	0	Duolingo	Nespect Ability. Fighting Sugmas, Advancing Opportunities
	0	Rockalingua	2020 Career Readiness, Life Literacies, and Life Skills
	0	Google (Classroom, Docs, Slides,	
		Forms, Drawings, Maps, Tour Builder,	World Language Instructional Adaptations For Students With
		Jamboard)	Diverse Needs
	0	Quizlet	
	0	Padlet	Web Based Learning
	0	Boom Cards	
•		w & Closure Activities	www.duolingo.com
•	Social/	Emotional Learning	
	0	Interactive Writing/Journaling	www.rockalingua.com
	0	Polling/Check-ins	
	0	Emotional Consistency	www.flipgrid.com
	0	Celebrate Diversity	
	0	Practice Mindfulness	www.google.com
	0	Discuss/Practice Empathy	
	0	Incorporate Art Constructive Criticism	www.padlet.com
	0 0	Daily Greetings	
	0	Promote a Growth Mindset	https://wow.boomlearning.com
	0	Behavior/Learning Contracts	
	0	Provide Immediate Feedback	www.edpuzzle.com
	0	Peer Instruction	www.kahoot.com
•	-	ies/Mnemonic Devices	WWWW.Ranoul.com
•	•	ng/Show & Tell Lessons	www.guizizz.com
•		tive Notebook Activities/Maps	www.quzizz.com
•		Boards/Tiered Assignments/Scaffolding	www.guizlet.com
•		s/Graphic Organizers/Timelines/Rubrics	
•		ive & Summative Assessments	Descubre 1 Online Textbook
•	Compr	ehensible Input	

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

StudentsStudentsLearning centersLearning centers• Adjusted questioning techniques and alternative compacting (Pre-assessment and alternative assignments)• Learning centers• Learning centers• Web-based Learning (Pre-assessment and alternative assignments)• Curriculum compacting (Pre-assessment and alternative assignments)• Learning centers• Use of flashcards• Web-based Learning (Pre-assessment and alternative assignments)• Curriculum compacting (Pre-assessment and alternative assignments)• Mini lessons• Small groups designed around student's strengths and weaknesses so that they can tutor each other• Mini lessons• Open ended questions encisent comprehension questions to answer• Web-based Learning• Mini lessons• Small groups designed around student's strengths and weaknesses so that they can tutor each other• Choice activities that appeal to student's trengths and weaknesses and alternative assignments/ comprehension questions to answer• Mini lessons• Choice activities tutor each other• Adaptive assignments/ designed to meet the needs of native speakers• Dene ended questions to answer• Dene ended questions• Continually asses ents• Continually asses ents• Adaptive assignments designed to meet the needs of native speakers• Open ended questions of native speakers• Open ended questions• Continually asses ents• Continually asses ents• Choice activities needs• Continually asses ents• Give directions <b< th=""><th></th><th></th><th></th><th></th></b<>				
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 ng Assignments designed to meet the needs of native speakers Adaptive assignments that get easier/harder depending on how a student is performing Varying sets of reading outestions to answer Varying sets of reading comprehension questions to answer Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids Use adapted text/worksheets Give immediate feedback Vary grouping arrangements: small, large, individual Use various techniques and materials to teach a lesson, based on students functioning level Provide correctly completed examples/Model assignments Provide frequent reviews of current concepts and information taught Break assignments into smaller 	Choice Boards/Tiered	 Open ended 	ents	Give immediate feedback
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designed to meet the needs of native speakersget easier/harder depending on how a student is performingthrough several channels: auditory, visual, kinesthetic, modelcooperative learning• Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids• Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids• Varying sets of reading questions to answer• Use adapted text/worksheets• Use various techniques and materials to teach a lesson, based on students functioning level• Focus on accuracy • Choice Boards/Tiered Assignments/Sca• Vary grouping arrangements: small, large, individual• Provide correctly completed examples/Model assignments• Utilize peer buddy system in• Utilize peer buddy system in• Break assignments into smaller	ng	 Adaptive 	not spelling	small, large, individual
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speakershow a student is performingvisual, kinesthetic, modeldemonstrate, verbal, written, audio/visual learning aids• Varying sets of reading questions to questions to answer• Use adapted text/worksheets• Use various techniques and materials to teach a lesson, based on students functioning level• Focus on accuracy • Choice Boards/Tiered Assignments/Sca• Use mediate feedback• Use various techniques and materials to teach a lesson, based on students functioning level• Discourt • Vary grouping arrangements: small, large, individual• Provide correctly completed examples/Model assignments• Utilize peer buddy system in• Utilize peer buddy system in• Break assignments into smaller	designed to meet the	get easier/harder	through several	cooperative learning
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questions to answerfeedbacklevel• Focus on accuracy• Vary grouping arrangements: small, large, individual• Provide correctly completed examples/Model assignments• Choice Boards/Tiered Assignments/Sca• Utilize peer buddy system in• Provide frequent reviews of current concepts and information taught		reading	text/worksheets	materials to teach a lesson,
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 Choice individual current concepts and information taught Description of the second seco		 Focus on 	arrangements:	
Boards/Tiered Assignments/Sca• Utilize peer buddy system intaught • Break assignments into smaller		accuracy	small, large,	Provide frequent reviews of
Assignments/Sca system in Break assignments into smaller		Choice	individual	current concepts and information
		Boards/Tiered	 Utilize peer buddy 	taught
ffolding cooperative tasks/Chunk		Assignments/Sca	system in	Break assignments into smaller
		ffolding	cooperative	
learning Use drill and repetition			learning	Use drill and repetition
Vary presentation Use of memory aids/mnemonic			 Vary presentation 	Use of memory aids/mnemonic
of lessons: devices			of lessons:	devices
demonstrate,			demonstrate,	 Use songs, music, and
verbal. written. movement			verbal, written,	movement

	audio/visual learning aids Use various techniques and materials to teach a lesson, based on students functioning level Provide correctly completed examples Provide frequent reviews of current concepts and information taught Break assignments into smaller tasks Use of memory aids/mnemonic devices Frequently check for understanding Re-teach and review requisite skills before introducing a new skill or concept Atternate homework options (modify and limit questions) Re-teach and review requisite skills before introducing a new skill or concept Use of memory aids/mnemonic devices Re-teach and review requisite skills before introducing a new skill or concept Re-teach and review requisite skills before introducing a new skill or concept Learning/Behavior Contracts Web-based Learning o Rockalingu a o Duolingo Reteach and review requisite skills before introducing a new skill or concept Learning/Behavior Contracts Web-based Learning Naternate homework options (modify and limit questions) Choice Boards/Tiered Assignments/Scaff olding Use games and simulations Use TPR (Total Physical Response) Role playing, Dramatization, props for dialogs Interactive writing
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	 Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Lección 2 - En la Clase

Stage 1: Desired Results

Standards & Indicators: Novice Mid

Interpretive Mode of Communication: Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Core Idea:Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. •
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Performance Expectations

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Presentational Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Expectations

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Career Readiness, Life Literacies and Key Skills			
Standard	Performance Expectations	Core Ideas	
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices	
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.	
Critical Thinking and Problem-solving	 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and 	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	
	determine the strategies that contribute to effective outcomes		

Digital Citizenship9.4.12.DC.1: Explain the harmful effects that in laws can have on the content (e.g., 6.1.12)		ntellectual property creation and sharing	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
Global and Cultural Awareness	-	political. economic, etter than others (e.g., 1-1, HS-ETS1-2, eoGI.1,	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
Information and Media Literacy	9.4.12.IML.6: Use va to produce and store i	nformation on climate ourposes and audiences tural, gender, and age SA.SL5) te media sources for ad motivations (e.g.,	In order for members of our society to participate productively, information needs to be shared accurately and ethically. Media have embedded values and points of view.
Technology Literacy	9.4.12.TL.1: Assess d features such as acces capacities, and utility specified task (e.g., W	ligital tools based on sibility options, for accomplishing a	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea/Enduring Und	derstanding:	Essential/Guiding Ques	stions:
 Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence. Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community 		life? How do people a daily activities?	s talk about their classes and school ask and answer questions about their Latin America the same as/different le U.S.?

and the globalized world. Learners set	1
goals and reflect on their progress in using	
languages for enjoyment, enrichment, and	
advancement.	
Content:	<u>Skills (Objectives):</u> I Can
Vocabulary	• Talk with someone about people, places, and things at
The Classroom & School Life	school.
Fields of Study & School Subjects	• Tell someone what classes I take and when.
Days of the Week	Recognize expressions to talk about classes through
Class Schedules	the Fotoovela video series.
Crommer	Recognize phrases to express likes and dislikes through the Estensuels vides earlies
Grammar	through the Fotonovela video series.
 Present Tense of "AR" Ending Verbs (2.1) Forming Questions in Spanish (2.2) 	 Recognize phrases related to paying for tickets through the Fotonovela video series.
 Forming Questions in Spanish (2.2) Present Tense of Estar (2.3) 	 Recognize phrases related to talking about location
 Numbers 31 & Higher (2.4) 	and direction through the Fotonovela video series.
	 Compare/Contrast how Mexican high-school programs
Pronunciation	of study are organized with those in my school.
Spanish Vowels	Compare/Contrast the requirements for Mexican high
1	school degrees with those of my school.
Culture	• Exchange information with others about Latin american
 Secondary Schools in Spanish Speaking 	schools.
Countries	Talk about common activities.
El Inframen	Make negative sentences.
Spain	 Express likes and dislikes.
Octavio Paz	Ask and Answer questions.
 "El Dia de los Muertos" 	 Use intonation to differentiate between questions and statements.
	 Produce and Respond to questions formed by adding a tag word.
	 Say where people or objects are located using prepositions.
	 Say and Write the numbers 31 and higher.
	 Solve basic math problems using numbers 31 and
	higher,
	Say phone numbers in Spanish.
	Predict the content of a text from its format.
	 Identify basic information in a brochure.
	Brainstorm ideas to organize my writing.
	 Write a description of myself, using chapter vocabulary and structures.
	 Recognize familiar vocabulary words and cognates when I hear them in sentences.
	• Describe the seasons in the southern hemisphere.
	 Explain the message of a commercial prepared for Spanish speakers.
	Talk about some biographical details about Octavio
	Paz.
	 Identify and Discuss some details about the Universidad Nacional Autonoma de Mexico (UNAM).
	 Talk about the geography and some cultural highlights
	of Spain.

		 Read, Summarize, & Discuss cultural articles and
		topics. (El Dia de los Muertos)
		 Illustrate meanings of verbs.
		 Create an "Ofrenda" and "Calavera" to demonstrate
		understanding of El Dia de los Muertos.
Interdisci	olina	ary Connections:
English		
Linglish	0	Connections evident in every chapter:
	0	i. Assign correct punctuation in a sentence.
		ii. Construct grammatically correct sentences with subject/verb, noun/article, and
		noun/adjective agreement.
		iii. Communicate in the present tense.
		·
		iv. Expand vocabulary. v. Make Introductions.
		- 1 - 5 5
		vii. Read/Respond to different types of literature.viii. Ask and answer questions.
	0	ix. Read, Summarize, & Discuss cultural articles and topics. Reading Comprehension
	0	i. Predict the content of a text from its format.
		ii. Identify basic information in a brochure.
		iii. Identify cognates in a text and use them to infer the main idea.
		iv. Read texts, summarize, and infer the meaning of vocabulary.
		• •
	~	v. Recognize familiar vocabulary words and cognates when I hear them in sentences.
	0	Complete writing assignments based on chapter themes. i. Talk about some biographical details about Octavio Paz.
		 Ialk about some biographical details about Octavio Paz. Brainstorm ideas to organize my writing.
		iii. Write a description of myself, using chapter vocabulary and structures
	0	Chapter Grammar/Vocabulary Topics
	0	i. Make negative sentences.
		ii. Express likes and dislikes.
		iii. Ask and Answer questions.
		iv. Use intonation to differentiate between questions and statements.
		v. Produce and Respond to questions formed by adding a tag word.
Math		vi. Say where people or objects are located using prepositions.
maur	0	Solve basic math problems.
	0	Complete number sequences.
	0	Tell time.
	0	Express age.
	0	Count.
	0	Represent quantities.
Art/Music	0	Nepresent quantities.
	0	Design an "Ofrenda" for the Day of the Dead
	0	Design an "Ofrenda" for the Day of the Dead.
	0	Create a "Calavera" for the Day of the Dead.Listen to/Interpret songs. Draw with various media.
	0	
	0	Illustrate the meanings of verbs.
	0	Listen to/Interpret songs.
	0	View videos, ads, commercials, TV programs, and interviews
		i. Fotonovela video series
		ii. Explain the message of a commercial prepared for Spanish speakers

Saianaa			
Science			
 Describe the weather. Describe the seasons in 	n the southern hemisphere		
	 Describe the seasons in the southern hemisphere. Express feelings. 		
History			
	story, and current cultural practices, of the Day of the Dead.		
 Learn about and Discuss the income of the inc	•		
	hy and some cultural highlights of Spain.		
 Read and Discuss current even 			
 Read, Summarize, & Discuss ci 			
	me details about the Universidad Nacional Autonoma de Mexico		
(UNAM).			
· · · · ·	Mexican high-school programs of study are organized with those in		
my school.			
iii. Compare/Contrast the r	requirements for Mexican high school degrees with those of my		
school.			
iv. Exchange information v	vith others about Latin american schools.		
Stare 2	Assessment Evidence		
<u>Performance Task(s):</u>	Other Evidence:		
Quizzos	• Vessbuler //Crammer Dresentations & Tutarials		
Quizzes"Contextos" Vocabulary	 Vocabulary/Grammar Presentations & Tutorials Descubre 1 Online Textbook 		
 "Contextos" Vocabulary Present Tense of "AR" Ending Verbs (2. 			
 Forming Questions in Spanish (2.2) 	 Google Slides Presentations 		
 Present Tense of Estar (2.3) 	Reading/Writing Activities		
 Numbers 31 & Higher (2.4) 	 Descubre 1 Online Textbook Assignments 		
· · · · · · · · · · · · · · · · · · ·	 Interactive Notebook Activities 		
Tests	 Dialogs 		
 Lección 2 – En la Clase 	Listening Activities		
	 Descubre 1 Online Textbook 		
Projects	 In-Class Listening Activities 		
 "Calavera" & "Ofrenda" for "El Día de los 	1 0		
Muertos."	 FlipGrid 		
"AR" Verbs Illustration Project	 Descubre 1 Online Textbook Assignments 		
 "About Me" Composition 	Grammar/Vocabulary Games		
	 Kahoot Ouisian 		
	 Quizizz Jamboard 		
	 Jamboard Boom Cards 		
	 Bingo/Eye Spy/Taco Time/Chico Chile/Minuto 		
	Loco/Dibujo Misterioso		
	Culture/Grammar/Vocabulary Songs & Videos		
	• YouTube		
	• EdPuzzle		
	 Descubre 1 Online Textbook 		
	 Fotonovela 		
	En Pantalla		
	 Flash Cultura 		
	 Panorama Cultural Interactive Map 		
	Class Discussions on Cultural Topics		
	 Digital Resources & Web Based Learning 		

	 Descubre 1 Online Textbook
	• EdPuzzle
	 Kahoot
	 Rockalingua
	 Duolingo
	 Quizizz
	 Boom Cards
	 FlipGrid
	 Google (Classroom, Docs, Slides, Forms,
	Drawings, Maps, Tour Builder, Jamboard)
	 Padlet
	 Boom Cards
Stage 3	: Learning Plan
Learning Opportunities/Strategies:	Resources:
Project Based Learning	
Partner/Group Activities/Learning Centers	2020 World Language Standards
o Dialogs & Role Playing	
o TPR (Total Physical Response)	LGBT and Disabilities Law
o Discussions	
o Turn & Talk	LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of
o Think-Pair-Share	education shall include instruction on the political, economic,
o Jigsaw	and social contributions of persons with disabilities and lesbian,
o Socrative Speed Dating	gay, bisexual, and transgender people, in an appropriate place
o Oral Reading	in the curriculum of middle school and high school students as
Grammar & Vocabulary Games/Simulations	part of the district's implementation of the New Jersey Student
o Bingo/Eye Spy/Taco Time/Chico	Learning Standards (N.J.S.A.18A:35-4.36) A board of
Chile/Minuto Loco/Dibujo Misterioso	education shall have policies and procedures in place
Open-Ended/Targeted Questioning/Cold Call	pertaining to the selection of instructional materials to
Guided Notes	implement the requirements of N.J.S.A. 18A:35-4.35.
Culture/Grammar/Vocabulary Videos	
Web Based Learning	GLSEN Educator Resources
o Kahoot	OLOLIN Educator Resources
o Quizizz	Supporting LGBTQ Youth Resource List
o EdPuzzle	Cupperang LOD T& Tourr Resource List
o Flipgrid	Respect Ability: Fighting Stigmas, Advancing Opportunities
o Duolingo	Acopeter Ability. Fighting Oliginas, Advancing Opportunities
o Rockalingua	2020 Career Readiness, Life Literacies, and Life Skills
o Google (Classroom, Docs, Slides,	
Forms, Drawings, Maps, Tour Builder,	World Language Instructional Adaptations For Students With
Jamboard)	Diverse Needs
o Quizlet	Web Based Learning
o Padlet	web based Learning
o Boom Cards	www.duolingo.com
Do-Now & Closure Activities	www.udoinigo.com
Social/Emotional Learning	www.rockalingua.com
o Interactive Writing/Journaling	
o Polling/Check-ins	www.flipgrid.com
o Emotional Consistency	www.mpgnu.com
o Celebrate Diversity	www.google.com
o Practice Mindfulness	www.google.com
o Discuss/Practice Empathy	www.padlet.com
o Incorporate Art	www.padlet.com

	0	Constructive Criticism	https://wow.boomlearning.com
	0	Daily Greetings	
	0	Promote a Growth Mindset	www.edpuzzle.com
	0	Behavior/Learning Contracts	
	0	Provide Immediate Feedback	www.kahoot.com
	0	Peer Instruction	
•	Analog	ies/Mnemonic Devices	www.quizizz.com
•	Modeli	ng/Show & Tell Lessons	
•	Rubrics	5	www.quizlet.com
•	Interac	tive Notebook Activities/Maps	
•	Choice	Boards/Tiered Assignments/Scaffolding	Descubre 1 Online Textbook
•	Outline	s/Graphic Organizers/Timelines/Rubrics	
•	Format	tive & Summative Assessments	
•	Compr	ehensible Input	

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving StudentsOn Grade Level StudentsStruggling StudentsSpecial Needs/ELL• Adjusted questioning techniques and higher• Independent/ Small group work• Use of flashcards • One on one• Use of flashcards • One on one• One on one coaching with a
Adjusted questioning Independent/ Use of flashcards Use of flashcards
techniques and higher Small group work • One on one • One on one coaching with a
order questions.
Curriculum Adjusted student, designed specific challenges
compacting questioning around his/her Mini lessons
(Pre-assessment and techniques and specific challenges
alternative higher order Mini lessons student's strengths and
assignments) questions • Small groups weaknesses so that they ca
Web-based Learning Curriculum designed around tutor each other
Independent Study compacting student's strengths Individualized remediation a
Personalized course (Pre-assessment and weaknesses enrichment materials
packet with and alternative so that they can
individualized assignments) tutor each other student interests/Personally
enrichment materials • Web-based • Individualized relevant activities
Open ended Learning remediation and Continually assess and adju
questions Independent enrichment content to meet student's needed and the student's needed and
Varying sets of Study materials Extended time on
reading • Personalized • Continually assess activities/assessments
comprehension course packet and adjust content • Grade for content, not spelli
questions to answer with to meet student's • Give directions through seve
Alternate homework individualized needs channels: auditory, visual,
options enrichment • Extended time on kinesthetic, model
Focus on accuracy materials activities/assessm • Use adapted text/worksheet
Choice Boards/Tiered Open ended ents Give immediate feedback
Assignments/Scaffoldi questions • Grade for content, • Vary grouping arrangements
ng • Adaptive not spelling small, large, individual
Assignments assignments that Give directions Utilize peer buddy system in
designed to meet the get easier/harder through several cooperative learning
needs of native depending on channels: auditory, Vary presentation of lessons
speakers how a student is visual, kinesthetic, demonstrate, verbal, written
performing model audio/visual learning aids

reading comprehension questions to answer Focus on accuracy Choice Boards/Tiered Assignments/Sca ffolding	 text/worksheets Give immediate feedback Vary grouping arrangements: small, large, individual Utilize peer buddy system in cooperative learning Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids Use various techniques and materials to teach a lesson, based on students functioning level Provide correctly completed examples/Model assignments Provide correctly completed examples/Model assignments Break assignments into smaller tasks/Chunk Use drill and repetition Use various techniques and materials to teach a lesson, based on students functioning level Provide correctly completed examples Provide frequent reviews of current concepts and information taught Break assignments into smaller tasks Use drill and repetition Frequently check for understanding Re-teach and review requisite skills before introducing a new skill or concept Frequently check for understanding Re-teach and review requisite skills before introducing a new skill or concept Learning/Behavior Contracts Web-based Learning Allow for translators, dictionaries
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F	
	Alternate homework options (modify and limit
	questions)
	Choice Described
	Boards/Tiered
	Assignments/Scaff olding
	 Use games and
	simulations
	Use TPR (Total
	Physical
	Response)
	Role playing,
	Dramatization,
	props for dialogs
	Interactive writing
	Provide visual aids
	Repeated directions
	Differentiate based
	on proficiency
	Provide word
	banks
	Allow for
	translators,
	dictionaries

Unit Title: Lección 3 – La Familia

Stage 1: Desired Results

Standards & Indicators: Novice Mid

<u>Interpretive Mode of Communication</u>: Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Core Idea:Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. •
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

Interpersonal Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences,

and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Performance Expectations

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Expectations

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Career Readiness, Life Literacies and Key Skills			
Standard	Performance Expectations	Core Ideas	
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices	
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.	

Critical Thinking and Problem-solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).		Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
	9.4.12.CT.4: Participa and planning sessions school-based, or othe determine the strategi effective outcomes	s for course-based, r project and	
Digital Citizenship	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).		Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
Global and Cultural Awareness	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6,		Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
Information and Media Literacy	7.1.IL.IPERS.7, 8.2.12.ETW.3). 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)		In order for members of our society to participate productively, information needs to be shared accurately and ethically. Media have embedded values and points of view.
	 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). 		
Technology Literacy			Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea/Enduring Understanding:		Essential/Guiding Que	estions:
 Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Cultures: Learners use the language to investigate, explain, and reflect on the 		members?How do people	describe their families and family talk about how they spend their time? on's surnames determined in the ng world?

 relationship between the practices and perspectives of the cultures studied. Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence. Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	
Content:	Skills (Objectives): I Can
Vocabulary • Family • Identifying People • Professions & Occupations Grammar • Descriptive Adjectives (3.1) • Possessive Adjectives (3.2) • Present Tense of "ER" & "IR" Ending Verbs (3.3) • Present Tense of Tener & Venir (3.4) Pronunciation • Diphthongs & Linking Culture • Spanish Last Names • The Spanish Royal Family • Ecuador • Family Reunions	 Recognize family members and relationships among them. Talk about professions. Use phrases related to talking about families through the Fotonovela video series. Recognize expressions to describe people through the Fotonovela video series. Recognize expressions to talk about plans through the Fotonovela video series. Recognize expressions to say how old people are through the Fotonovela video series. Recognize expressions to say how old people are through the Fotonovela video series. Exchange basic information about my family. Clearly pronounce diphthongs and linking sounds in Spanish. Recognize the conventions of surnames in the Spanish-speakng world. Identify Spain's royal family. Describe different types of objects and people. Identify and Use common adjectives of nationality. Express possession through the use of possessive adjectives. Predict the meaning of words and phrases when used in an article on familiar topics. Write a brief email about my family. Identify words and expressions used to describe people in a short audio recording. Recognize a few characteristics of dating in the Spanish-speaking world. Explain the reactions of a girl in a commercial. Recognize the role of "reuniones familiares" in the Spanish-speaking world. Discuss some cultural practices of families in the Openia used to expression world.
	 Spanish-speaking world. Talk about the geography and some cultural highlights of Ecuador.

	 Read, Summarize, & Discuss cultural articles and topics.
	Illustrate meanings of verbs.
Interdiscip	olinary Connections:
English	
English	 Connections evident in every chapter:
	i. Assign correct punctuation in a sentence.
	ii. Construct grammatically correct sentences with subject/verb, noun/article, and
	noun/adjective agreement.
	iii. Communicate in the present tense.
	vi. Compare/Contrast language.
	vii. Read/Respond to different types of literature.
	viii. Ask and answer questions.
	ix. Read, Summarize, & Discuss cultural articles and topics.
	• Reading Comprehension
	i. Predict the meaning of words and phrases when used in an article on familiar topics.
	 Complete writing assignments based on chapter themes.
	i. Write a brief email about my family
	 Chapter Grammar/Vocabulary Topics
	i. Clearly pronounce diphthongs and linking sounds in Spanish.
	ii. Express possession through the use of possessive adjectives.
Math	
	• Tell time.
	○ Express age.
A	 Represent quantities.
Art/Music	
	• Draw with various media.
	 Illustrate the meanings of verbs.
	• Listen to/Interpret songs.
	 View videos, ads, commercials, TV programs, and interviews
	i. Fotonovela video series
. .	ii. Explain the reactions of a girl in a commercial.
Science	
	 Express feelings.
History	
	• Learn about Spanish speaking countries.
	i. Talk about the geography and some cultural highlights of Ecuador.
	 Read and Discuss current events.
	 Read, Summarize, & Discuss cultural articles and topics.
	 Recognize the conventions of surnames in the Spanish-speakng world.
	ii. Identify Spain's royal family.
	iii. Recognize a few characteristics of dating in the Spanish-speaking world.
	iv. Discuss some cultural practices of families in the Spanish-speaking world.
	 Learn vocabulary about, and Express one's nationality.
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Stage 2: Assessment Evidence

Performance Task(s):	Other Evidence:
Quizzes "Contextos" Vocabulary Descriptive Adjectives (3.1) Possessive Adjectives (3.2) Present Tense of "ER" & "IR" Ending Verbs (3.3) Present Tense of Tener & Venir (3.4) Tests Lección 3 – La Familia Projects "ER/IR" Verb Illustration Project "Mi Familia" Composition	 Vocabulary/Grammar Presentations & Tutorials Descubre 1 Online Textbook EdPuzzle Google Slides Presentations Reading/Writing Activities Descubre 1 Online Textbook Assignments Interactive Notebook Activities Dialogs Listening Activities Descubre 1 Online Textbook Interactive Notebook Activities Dialogs Listening Activities Descubre 1 Online Textbook In-Class Listening Activities Partner/Speaking/Collaborative Activities FlipGrid Descubre 1 Online Textbook Assignments Grammar/Vocabulary Games Kahoot Quizizz Jamboard Boom Cards Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso Culture/Grammar/Vocabulary Songs & Videos YouTube EdPuzzle Descubre 1 Online Textbook Fotonovela En Pantalla Flash Cultura Panorama Cultural Interactive Map Class Discussions on Cultural Topics Digital Resources & Web Based Learning Descubre 1 Online Textbook EdPuzzle Kahoot Rockalingua Duolingo Quizizz Boom Cards FlipGrid Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboar
	: Learning Plan
 Learning Opportunities/Strategies: Project Based Learning Partner/Group Activities/Learning Centers Dialogs & Role Playing TPR (Total Physical Response) 	Resources: 2020 World Language Standards
o TPR (Total Physical Response) o Discussions	LGBT and Disabilities Law

	0	Turn & Talk	LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of
	0	Think-Pair-Share	education shall include instruction on the political, economic,
	0	Jigsaw	and social contributions of persons with disabilities and lesbian,
	0	Socrative Speed Dating	gay, bisexual, and transgender people, in an appropriate place
	0	Oral Reading	in the curriculum of middle school and high school students as
•	Gramm	nar & Vocabulary Games/Simulations	part of the district's implementation of the New Jersey Student
	0	Bingo/Eye Spy/Taco Time/Chico	Learning Standards (N.J.S.A.18A:35-4.36) A board of
		Chile/Minuto Loco/Dibujo Misterioso	education shall have policies and procedures in place
•	Open-E	Ended/Targeted Questioning/Cold Call	pertaining to the selection of instructional materials to
•	Guided		implement the requirements of N.J.S.A. 18A:35-4.35.
•	Culture	e/Grammar/Vocabulary Videos	
•		struction	GLSEN Educator Resources
•	Web Ba	ased Learning	
	0	Kahoot	Supporting LGBTQ Youth Resource List
	0	Quizizz	
	0	EdPuzzle	Respect Ability: Fighting Stigmas, Advancing Opportunities
	0	Flipgrid	
	0	Duolingo	2020 Career Readiness, Life Literacies, and Life Skills
	0	Rockalingua	
	0	Google (Classroom, Docs, Slides,	World Language Instructional Adaptations For Students With
		Forms, Drawings, Maps, Tour Builder,	Diverse Needs
		Jamboard)	
	0	Quizlet	Web Based Learning
	0	Padlet	
	0	Boom Cards	www.duolingo.com
•	Do-No	w & Closure Activities	
٠	Social/	Emotional Learning	www.rockalingua.com
	0	Interactive Writing/Journaling	
	0	Polling/Check-ins	www.flipgrid.com
	0	Emotional Consistency	
	0	Celebrate Diversity	www.google.com
	0	Practice Mindfulness	
	0	Discuss/Practice Empathy	www.padlet.com
	0	Incorporate Art	
	0	Constructive Criticism	https://wow.boomlearning.com
	0	Daily Greetings	
	0	Promote a Growth Mindset	www.edpuzzle.com
	0	Behavior/Learning Contracts	
	0	Provide Immediate Feedback	www.kahoot.com
•	•	ies/Mnemonic Devices	
•		ng/Show & Tell Lessons	www.quizizz.com
•	Rubrics		www.guizlet.com
•		tive Notebook Activities/Maps	www.quizlet.com
•		Boards/Tiered Assignments/Scaffolding s/Graphic Organizers/Timelines/Rubrics	Descubre 1 Online Textbook
		tive & Summative Assessments	
		ehensible Input	
-			

Differentiation
*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the
Struggling and/or Special Needs Section for differentiation.

High-Achieving	On Grade Level	Struggling Students	Special Needs/ELL
Students	Students	 Learning centers 	 Learning centers
 Adjusted questioning 	 Independent/ 	 Use of flashcards 	Use of flashcards
techniques and higher	Small group work	One on one	• One on one coaching with a
order questions.	 Learning centers 	coaching with a	student, designed around his/her
Curriculum	 Adjusted 	student, designed	specific challenges
compacting	questioning	around his/her	 Mini lessons
(Pre-assessment and	techniques and	specific	 Small groups designed around
alternative	higher order	challenges	student's strengths and
assignments)	questions	Mini lessons	weaknesses so that they can tutor
 Web-based Learning 	Curriculum	Small groups	each other
 Independent Study 	compacting	designed around	 Individualized remediation and
 Personalized course 	(Pre-assessment	student's	enrichment materials
packet with	and alternative	strengths and	 Choice activities that appeal to
individualized	assignments)	weaknesses so	student interests/Personally
enrichment materials	 Web-based 	that they can tutor	relevant activities
 Open ended 	Learning	each other	 Continually assess and adjust
questions	 Independent 	 Individualized 	content to meet student's needs
 Varying sets of 	Study	remediation and	 Extended time on
reading	 Personalized 	enrichment	activities/assessments
comprehension	 Personalized course packet 	materials	 Grade for content, not spelling
questions to answer	with	 Continually 	 Give directions through several
 Alternate homework 	individualized	assess and adjust	channels: auditory, visual,
options	enrichment	content to meet	kinesthetic, model
 Focus on accuracy 	materials	student's needs	 Use adapted text/worksheets
 Choice Boards/Tiered 	 Open ended 	 Extended time on 	 Give immediate feedback
Assignments/Scaffoldi	questions	activities/assessm	 Vary grouping arrangements:
ng	 Adaptive 	ents	small, large, individual
 Assignments 	assignments that	 Grade for content, 	 Utilize peer buddy system in
designed to meet the	get easier/harder	not spelling	cooperative learning
needs of native	depending on	Give directions	 Vary presentation of lessons:
speakers	how a student is	through several	demonstrate, verbal, written,
speakers	performing	channels:	audio/visual learning aids
	 Varying sets of 	auditory, visual,	 Use various techniques and
	 varying sets of reading 	kinesthetic, model	materials to teach a lesson, based
	comprehension	 Use adapted 	on students functioning level
	questions to	 Use adapted text/worksheets 	
	•	Give immediate	 Provide correctly completed examples/Model assignments
	answerFocus on	feedback	
		 Vary grouping 	 Provide frequent reviews of current concepts and information
	accuracyChoice	arrangements:	taught
	 Choice Boards/Tiered 	small, large,	 Break assignments into smaller
	Assignments/Sca	individual	tasks/Chunk
	ffolding	 Utilize peer buddy 	 Use drill and repetition
	noiding	system in	 Use of memory aids/mnemonic
		cooperative	devices
		learning	 Use songs, music, and movement
		 Vary presentation 	 Frequently check for
		• vary presentation of lessons:	understanding
		demonstrate,	 Pre-teach vocabulary
		verbal, written,	 Re-teach and review requisite
		audio/visual	skills before introducing a new
			-
		learning aids	skill or concept

Use various Learning/Behavior Contracts
techniques and
materials to teach o Duolingo
a lesson, based o Rockalingua
functioning level (modify and limit questions)
Provide correctly
completed Assignments/Scaffolding
examples • Use games and simulations
Provide frequent Use TPR (Total Physical
1 /
concepts and • Role playing, Dramatization,
information taught props for dialogs
Break Interactive writing
assignments into • Extended time
smaller tasks
Use drill and Repeated directions
repetition Differentiate based on proficiency Dravida ward banks
Use of memory Provide word banks
aids/mnemonic • Allow for translators, dictionaries
devices
Frequently check
for understanding
 Re-teach and
review requisite
skills before
introducing a new
skill or concept
Learning/Behavio
r Contracts
Web-based
Learning
-
o Rockaling
ua
o Duolingo
Alternate
homework
options (modify
and limit
questions)
Choice
Boards/Tiered
Assignments/Scaf
folding
Use games and
simulations
Use TPR (Total
·
Physical
Response)
Role playing,
Dramatization,
props for dialogs
 Interactive writing

	 Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Lección 4 - Los Pasatiempos

Stage 1: Desired Results

Standards & Indicators: Novice Mid

Interpretive Mode of Communication: Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Core Idea:Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. •
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

Interpersonal Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Performance Expectations

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Expectations

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Career Readiness, Life Literacies and Key Skills				
Standard	Performance Expectations	Core Ideas		
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices		
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.		
Critical Thinking and Problem-solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.		
	9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes			
Digital Citizenship	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing		

	laws can have on the of content (e.g. $6.1.1$		another's original works without permission or appropriate credit.
	of content (e.g., 6.1.12.CivicsPR.16.a).		
Global and Cultural Awareness	 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1 II. IPERS 7, 8.2.12 ETW 3) 		Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
Information and Media Literacy	 7.1.IL.IPERS.7, 8.2.12.ETW.3). 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5) 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 		In order for members of our society to participate productively, information needs to be shared accurately and ethically. Media have embedded values and points of view.
Technology Literacy	9.4.12.TL.1: Assess digital tools based on features such as accessibility options,capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).		Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
 Central Idea/Enduring Understanding: Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence. Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using 		and sports?How do people	talk about pastimes, weekend activities, make plans and extend invitations? d sports figures are popular in the

languages for enjoyment, enrichment, and advancement.	
Content: Vocabulary • Pastimes • Sports	 Skills (Objectives): I Can Name some sports and other pastimes. Identify places in a city. Recognize expressions and extend invitations.
 Places in the City Grammar Present & Future Tense of IR (4.1) Stem Changing Verbs (e-ie, o-ue, e-i) (4.2) 	 Recognize and Use phrases related to making plans. Talk about pastimes. Take advantage of written accent marks to correctly pronounce words in Spanish. Discuss soccer rivalries in the Spanish-speaking world,
 Verbs with Irregular "Yo" Forms (4.3) Pronunciation Word Stress & Accent Marks 	 especially in Spain. Exchange information with others about renowned athletes in the Spanish-speaking world. Say where people are going in the neighborhood. Express future events.
Culture Soccer – Real Madrid & FC Barcelona Sports Mexico Afro-Latinos 	 Express "Let's." Talk about what people want to do in a variety of ways. Talk about activities that I can do. Predict the content of a text from accompanying graphs and charts. Create an informational pamphlet in Spanish, using
	 chapter vocabulary and grammar. Identify the favorite pastimes of people in short audio recordings. Talk about the World Cup and its role in the Spanish
	 speaking world. Explain the message of a commercial prepared for Spanish speakers. Describe soccer rivalries in the Spanish-speaking world.
	 Discuss the cultural practices and perspectives of soccer in Spain. Exchange some information with others about Mexico's geography, history, economy, and culture. Talk about Mexico's relationship with the United States. Read, Summarize, & Discuss cultural articles and topics.

Interdisciplinary Connections:

English

- Connections evident in every chapter:
 - i. Assign correct punctuation in a sentence.
 - ii. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
 - iii. Communicate in the present and future tenses.
 - iv. Expand vocabulary.
 - v. Make Introductions.
 - vi. Compare/Contrast language.
 - vii. Read/Respond to different types of literature.
 - viii. Ask and answer questions.
 - ix. Read, Summarize, & Discuss cultural articles and topics.

	 Reading Comprehension Dedict the content of a taut from accommon ing graphs and shorts 			
		 Predict the content of a text from accompanying graphs and charts. Complete writing assignments based on chapter themes. 		
		i. Create an informational pamphlet in Spanish, using chapter vocabulary and grammar.		
		Chapter Grammar/Vocabulary Topics		
	ii. Express future events.			
	iii. Express "Let's."			
		iv. Talk about what people want to do in a variety of ways.		
Math	v. Talk about activities that I ca	in do.		
Maur	• Tell time.			
	 Express age. 			
	 Represent quantities. 			
Art/Music				
	 Draw with various media. 			
	 Illustrate the meanings of verbs. 			
	• Listen to/Interpret songs.			
	 View videos, ads, commercials, TV i. Fotonovela video series 	brograms, and interviews		
		ommercial prepared for Spanish speakers.		
History				
,	 Learn about Spanish speaking coun 	tries.		
	i. Exchange some information	with others about Mexico's geography, history, economy, and		
	culture.			
	ii. Talk about Mexico's relation	ship with the United States.		
	 Read and Discuss current events. Boad Summarize & Discuss culture 	al articles and tanics		
		Read, Summarize, & Discuss cultural articles and topics.		
	 Discuss soccer rivalries in the Spanish-speaking world, especially in Spain. Exchange information with others about renowned athletes in the Spanish-speaking world. 			
	-	nd its role in the Spanish speaking world.		
		the Spanish-speaking world.		
	v. Discuss the cultural practice	es and perspectives of soccer in Spain.		
	Stage 2: As	sessment Evidence		
Performa	ince Task(s):	Other Evidence:		
Quizzes		 Vocabulary/Grammar Presentations & Tutorials 		
	Contextos" Vocabulary	 Descubre 1 Online Textbook 		
	resent & Future Tense of IR (4.1)	• EdPuzzle		
• Stem Changing Verbs (e-ie, o-ue, e-i) (4.2)		 Google Slides Presentations 		
• Verbs with Irregular "Yo" Forms (4.3)		 Reading/Writing Activities Descubre 1 Online Textbook Assignments 		
		 Descuble i Online Textbook Assignments Interactive Notebook Activities 		
Tests		 Dialogs 		
 Lección 4 – Los Pasatiempos 		Listening Activities		
		 Descubre 1 Online Textbook 		
Projects		 In-Class Listening Activities 		
Afro-Latinos Google Map Project		 Partner/Speaking/Collaborative Activities 		
• F	uture of IR Project	• FlipGrid		
		• Descubre 1 Online Textbook Assignments		
		Grammar/Vocabulary Games Kabaat		
		 Kahoot 		

	 Quizizz Jamboard Boom Cards Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso Culture/Grammar/Vocabulary Songs & Videos YouTube EdPuzzle Descubre 1 Online Textbook Fotonovela En Pantalla Flash Cultura Panorama Cultural Interactive Map Class Discussions on Cultural Topics Digital Resources & Web Based Learning Descubre 1 Online Textbook EdPuzzle Mathematical Cultural Continues Descubre 1 Online Textbook EdPuzzle Descubre 1 Online Textbook EdPuzzle Mathematical Cultural Topics
	 Duolingo Quizizz Boom Cards FlipGrid Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) Padlet Boom Cards
Stage 3	8: Learning Plan
Learning Opportunities/Strategies:	Resources:
 Project Based Learning 	
Partner/Group Activities/Learning Centers	2020 World Language Standards
o Dialogs & Role Playing	
o TPR (Total Physical Response)	LGBT and Disabilities Law
o Discussions	
o Turn & Talk o Think-Pair-Share	LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of
o Think-Pair-Share o Jigsaw	education shall include instruction on the political, economic,
o Socrative Speed Dating	and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place
o Oral Reading	in the curriculum of middle school and high school students as
Grammar & Vocabulary Games	part of the district's implementation of the New Jersey Student
Open-Ended/Targeted Questioning/Cold Call	Learning Standards (N.J.S.A.18A:35-4.36) A board of
Guided Notes Guideus (Crammer() (coopbuler()) (ideos	education shall have policies and procedures in place
 Culture/Grammar/Vocabulary Videos Peer Instruction 	pertaining to the selection of instructional materials to
Web Based Learning	implement the requirements of N.J.S.A. 18A:35-4.35.
o Kahoot	GLSEN Educator Resources
o Quizizz	
o EdPuzzle	Supporting LGBTQ Youth Resource List
o Flipgrid	
o Duolingo	Respect Ability: Fighting Stigmas, Advancing Opportunities
o Rockalingua	2020 Corpor Roadingson, Life Literasias, and Life Skille
	2020 Career Readiness, Life Literacies, and Life Skills

	0	Google (Classroom, Docs, Slides,	
		Forms, Drawings, Maps, Tour Builder,	World Language Instructional Adaptations For Students With
		Jamboard)	Diverse Needs
	0	Quizlet	
	0	Padlet	Web Based Learning
	0	Boom Cards	
•	Do-No	w & Closure Activities	www.duolingo.com
•	Social/	Emotional Learning	
	0	Interactive Writing/Journaling	www.rockalingua.com
	0	Polling/Check-ins	
	0	Emotional Consistency	www.flipgrid.com
	0	Celebrate Diversity	
	0	Practice Mindfulness	www.google.com
	0	Discuss/Practice Empathy	
	0	Incorporate Art	www.padlet.com
	0	Constructive Criticism	
	0	Daily Greetings	https://wow.boomlearning.com
	0	Promote a Growth Mindset	
	0	Behavior/Learning Contracts	www.edpuzzle.com
	0	Provide Immediate Feedback	
•	Analog	ies/Mnemonic Devices	www.kahoot.com
•	Modeli	ng/Show & Tell Lessons	
 Interactive Notebook Activities/Maps 		tive Notebook Activities/Maps	www.quizizz.com
Choice Boards/Tiered Assignments/Scaffolding		Boards/Tiered Assignments/Scaffolding	
Outlines/Graphic Organizers/Timelines/Rubrics		s/Graphic Organizers/Timelines/Rubrics	www.quizlet.com
•	Format	ive & Summative Assessments	
•	Compr	ehensible Input	Descubre 1 Online Textbook

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling StudentsLearning centers	Special Needs/ELL Learning centers
 Adjusted questioning techniques and higher order questions. Curriculum compacting (Pre-assessment and alternative assignments) Web-based Learning Independent Study Personalized course packet with individualized enrichment materials Open ended questions Varying sets of reading comprehension 	 Independent/ Small group work Learning centers Adjusted questioning techniques and higher order questions Curriculum compacting (Pre-assessment and alternative assignments) Web-based Learning Independent Study Personalized course packet 	 Use of flashcards One on one coaching with a student, designed around his/her specific challenges Mini lessons Small groups designed around student's strengths and weaknesses so that they can tutor each other Individualized remediation and enrichment materials 	 Use of flashcards One on one coaching with a student, designed around his/her specific challenges Mini lessons Small groups designed around student's strengths and weaknesses so that they can tutor each other Individualized remediation and enrichment materials Choice activities that appeal to student interests/Personally relevant activities Continually assess and adjust content to meet student's needs Extended time on activities/assessments Grade for content, not spelling
questions to answer	with		

 options Focus on accuracy Choice Boards/Tiered Assignments/Scaffoldi ng Assignments designed to meet the needs of native speakers 	 enrichment materials Open ended questions Adaptive assignments that get easier/harder depending on how a student is performing Varying sets of reading comprehension questions to answer Focus on accuracy Choice Boards/Tiered Assignments/Sca ffolding 	 assess and adjust content to meet student's needs Extended time on activities/assessm ents Grade for content, not spelling Give directions through several channels: auditory, visual, kinesthetic, model Use adapted text/worksheets Give immediate feedback Vary grouping arrangements: small, large, individual Utilize peer buddy system in cooperative learning Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids Use various techniques and materials to teach a lesson, based on students functioning level Provide correctly completed examples Provide frequent reviews of current concepts and information taught Break assignments into smaller tasks Use of memory aids/mnemonic devices 	 channels: auditory, visual, kinesthetic, model Use adapted text/worksheets Give immediate feedback Vary grouping arrangements: small, large, individual Utilize peer buddy system in cooperative learning Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids Use various techniques and materials to teach a lesson, based on students functioning level Provide correctly completed examples/Model assignments Provide frequent reviews of current concepts and information taught Break assignments into smaller tasks/Chunk Use of memory aids/mnemonic devices Use songs, music, and movement Frequently check for understanding Pre-teach vocabulary Re-teach and review requisite skills before introducing a new skill or concept Learning/Behavior Contracts Web-based Learning Duolingo Rockalingua Alternate homework options (modify and limit questions) Choice Boards/Tiered Assignments/Scaffolding Use games and simulations Use TPR (Total Physical Response) Role playing, Dramatization, props for dialogs Interactive writing Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Frequently check
for understanding
Re-teach and
review requisite
skills before
introducing a new
skill or concept
r Contracts
Web-based
Learning
o Rockaling
ua
o Duolingo
Alternate
homework
options (modify
and limit
questions)
Choice
Boards/Tiered
Assignments/Scaf
folding
Use games and
simulations
Use TPR (Total
Physical
Response)
Role playing,
Dramatization,
props for dialogs
Interactive writing
Provide visual
aids
Repeated
directions
Differentiate
based on
proficiency
Provide word
banks
Allow for
translators,
dictionaries

Unit Title: Lección 5 - Las Vacaciones

Stage 1: Desired Results

Standards & Indicators: Novice Mid

Interpretive Mode of Communication: Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Core Idea:Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. •
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Performance Expectations

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Expectations

• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. 			
	Career Readiness, Life Literacies and Key	/ Skills	
Standard	Performance Expectations	Core Ideas	
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices	
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.	
Critical Thinking and Problem-solving	 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes 	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	
Digital Citizenship	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.	
Global and Cultural Awareness	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.	

Information and Media Literacy	 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5) 9.4.12.IML.8: Evaluate media sources for 		In order for members of our society to participate productively, information needs to be shared accurately and ethically. Media have embedded values and points of view.
Technology Literacy	 point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning 		Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
communities or social worlds to analyze and to a real-world proble 7.1.AL.IPERS.6).		propose a resolution m (e.g.,	
 Central Idea/Enduring Understanding: Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence. Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 		How do peopleWhat are some	estions: discuss and plan a vacation? talk about how they feel? popular vacation destinations in the ng world? Why?

Content:	Skills (Objectives): I Can
Vocabulary	Talk with someone about my travel and vacation plans.
Travel & Vacation	 Tell someone the time and date of an important event.
 Months of the Year 	 Give dates and weather information.
 Seasons and Weather 	 Use ordinal numbers to tell someone where something
Ordinal Numbers	is located or to share the order of events.
	Recognize some common weather expressions,
Grammar	through the Fotonovela video series.
• Estar with Conditions & Emotions (5.1)	Recognize some information about a hotel reservation,
Present Progressive (5.2)	through the Fotonovela video series.
• Ser & Estar (5.3)	Recognize phrases used to interact with hotel
 Direct Object Nouns & Pronouns (5.4) 	personnel, through the Fotonovela video series.
	 Recognize phrases about how someone is feeling,
Pronunciation	through the Fotonovela video series.
 Spanish "B" & "V" 	 Say sentences differentiating between "b" and "v" in
	Spanish.
Culture	 Name some popular destinations for vacation in the
 Iguazú Falls 	Spanish-speaking world.
 Punta del Este 	 Describe the physical condition of places and things.
Puerto Rico	Describe how people feel.
	 Recognize and use some common adjectives that
	describe conditions and emotions.
	Describe what someone is currently doing using the
	present progressive tense.
	Construct sentences distinguishing between variable
	and invariable qualities of people and things.
	Understand basic information from a hotel brochure
	with visual support.
	Create a basic informational brochure for a hotel or
	resort.
	Understand the weather forecast in a recorded weather
	report.
	 Create a weekly weather report for a Spanish speaking
	city.
	 Discuss climate change in Spanish speaking countries.
	Understand the message of a commercial about family
	trips.
	Prepare a commercial about travel.
	Understand basic information about the Incan trails
	based on a video report.
	Exchange some basic information with others about
	Machu Picchu.
	Recognize and Understand some basic concepts about
	Puerto Rico's geography, history, and culture.
	Read, Summarize, & Discuss cultural articles and
	topics.
Interdisciplinary Connections:	

English

- Connections evident in every chapter:
 - i. Identify cognates in a text and use them to infer the main idea.
 - ii. Read texts, summarize, and infer the meaning of vocabulary.
 - iii. Assign correct punctuation in a sentence.

		iv. Construct grammatically correct sentences with subject/verb, noun/article, and
		noun/adjective agreement.
		v. Communicate in the present and future tenses.
		vi. Expand vocabulary.
		vii. Make Introductions.
		viii. Compare/Contrast language.
		ix. Read/Respond to different types of literature.
		x. Ask and answer questions.
		xi. Read, Summarize, & Discuss cultural articles and topics.
	0	Reading Comprehension
		i. Understand basic information from a hotel brochure with visual support.
	~	ii. Predict the meaning of words and phrases when used in an article on familiar topics.
	0	Complete writing assignments based on chapter themes. i. Create an informational pamphlet in Spanish, using chapter vocabulary and grammar.
	0	Chapter Grammar/Vocabulary Topics
	0	i. Describe the physical condition of places and things.
		ii. Describe how people feel.
		iii. Recognize and use some common adjectives that describe conditions and emotions.
		iv. Describe what someone is currently doing using the present progressive tense.
		v. Construct sentences distinguishing between variable and invariable qualities of people and
		things.
Math		· · · · ·
	0	Tell someone the time and date of an important event.
	0	Use ordinal numbers to tell someone where something is located or to share the order of events.
Art/Advaic	0	Represent quantities.
Art/Music	0	Draw with various media.
	0	Illustrate the meanings of verbs.
	0	Listen to/Interpret songs.
	0	View videos, ads, commercials, TV programs, and interviews
		i. Fotonovela video series
		ii. Understand basic information from a hotel brochure with visual support.
		iii. Understand the message of a commercial about family trips.
		iv. Prepare a commercial about travel.
Science		
	0	Describe the weather.
	0	Give dates and weather information.
	0	Understand the weather forecast in a recorded weather report.
	0	Create a weekly weather report for a Spanish speaking city.
	0	Discuss climate change in Spanish speaking countries.
Lister	0	Describe how people feel.
History	~	Learn about Spanish speaking countries
	0	Learn about Spanish speaking countries. i. Recognize and Understand some basic concepts about Puerto Rico's geography, history,
		and culture.
	0	Read and Discuss current events.
	0	Read, Summarize, & Discuss cultural articles and topics.
	-	i. Understand basic information about the Incan trails based on a video report.
		ii. Exchange some basic information with others about Machu Picchu.

Stage 2: Assessment Evidence

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Performance Task(s):

Quizzes

- "Contextos" Vocabulary
- Estar with Conditions & Emotions (5.1)
- Present Progressive (5.2)
- Ser & Estar (5.3)
- Direct Object Nouns & Pronouns (5.4)

Tests

• Lección 5 – Las Vacaciones

Projects

- Weather Report Project
- Travel Brochure & Commercial

Other Evidence:

- Vocabulary/Grammar Presentations & Tutorials
 - Descubre 1 Online Textbook
 - EdPuzzle
 - Google Slides Presentations
 - Reading/Writing Activities
 - Descubre 1 Online Textbook Assignments
 - Interactive Notebook Activities
 - Dialogs
 - Listening Activities
 - Descubre 1 Online Textbook
 - In-Class Listening Activities
 - Partner/Speaking/Collaborative Activities
 - FlipGrid
 - Descubre 1 Online Textbook Assignments
- Grammar/Vocabulary Games
 - Kahoot
 - Quizizz
 - Jamboard
 - Boom Cards
 - Bingo/Eye Spy/Taco Time/Chico Chile
 - Culture/Grammar/Vocabulary Songs & Videos
 - YouTube
 - $\circ \quad \text{EdPuzzle} \\$
 - Descubre 1 Online Textbook
 - Fotonovela
 - En Pantalla
 - Flash Cultura
 - Panorama Cultural Interactive Map
 - Class Discussions on Cultural Topics
- Digital Resources & Web Based Learning
 - Descubre 1 Online Textbook
 - EdPuzzle
 - Kahoot
 - Rockalingua
 - Duolingo
 - Quizizz
 - Boom Cards
 - FlipGrid
 - Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)
 - Padlet
 - Boom Cards

Stage 3: Learning Plan

Learning Opportunities/Strategies:		Resources:
 Projection 	t Based Learning	
0	Cognate Illustrations	2020 World Language Standards
0	Country Poster Project	
0	Weather Forecast	LGBT and Disabilities Law
0	Hispanic Heritage Month Biography of	
	a Famous Hispanic	

•	Partner/Group Activities/Learning Centers	LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of
	o Dialogs & Role Playing	education shall include instruction on the political, economic,
	o TPR (Total Physical Response)	and social contributions of persons with disabilities and lesbian,
	o Discussions	gay, bisexual, and transgender people, in an appropriate place
	o Turn & Talk	in the curriculum of middle school and high school students as
	o Think-Pair-Share	part of the district's implementation of the New Jersey Student
	o Jigsaw	Learning Standards (N.J.S.A.18A:35-4.36) A board of
	o Socrative Speed Dating	education shall have policies and procedures in place
	o Oral Reading	pertaining to the selection of instructional materials to
•	Grammar & Vocabulary Games/Simulations	implement the requirements of N.J.S.A. 18A:35-4.35.
•	Open-Ended/Targeted Questioning/Cold Call	
•	Guided Notes	GLSEN Educator Resources
•	Culture/Grammar/Vocabulary Videos	
•	Web Based Learning	Supporting LGBTQ Youth Resource List
-	o Kahoot	
	o Quizizz	Respect Ability: Fighting Stigmas, Advancing Opportunities
	o EdPuzzle	
	o Flipgrid	2020 Career Readiness, Life Literacies, and Life Skills
	o Duolingo	
	o Rockalingua	World Language Instructional Adaptations For Students With
	o Google (Classroom, Docs, Slides,	Diverse Needs
	Forms, Drawings, Maps, Tour Builder,	
	Jamboard)	Web Based Learning
	o Quizlet	g
	o Padlet	www.duolingo.com
	o Boom Cards	
•	Do-Now & Closure Activities	www.rockalingua.com
•	Social/Emotional Learning	
	o Interactive Writing/Journaling	www.flipgrid.com
	o Polling/Check-ins	
	o Emotional Consistency	www.google.com
	o Celebrate Diversity	
	o Practice Mindfulness	www.padlet.com
	o Discuss/Practice Empathy	
	o Incorporate Art	https://wow.boomlearning.com
	o Constructive Criticism	
	o Daily Greetings	www.edpuzzle.com
	o Promote a Growth Mindset	
	o Behavior/Learning Contracts	www.kahoot.com
	o Provide Immediate Feedback	
	o Peer Instruction	www.quizizz.com
•	Analogies/Mnemonic Devices	
•	Modeling/Show & Tell Lessons	www.quizlet.com
•	Interactive Notebook Activities/Maps	
•	Choice Boards/Tiered Assignments/Scaffolding	Descubre 1 Online Textbook
•	Outlines/Graphic Organizers/Timelines/Rubrics	
•	Formative & Summative Assessments	
•	Comprehensible Input	

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving	On Grade Level	Struggling Students	Special Needs/ELL
Students	Students	 Learning centers 	 Learning centers
 Adjusted questioning 	 Independent/ 	 Use of flashcards 	Use of flashcards
techniques and higher	Small group work	One on one	• One on one coaching with a
order questions.	 Learning centers 	coaching with a	student, designed around his/her
Curriculum	 Adjusted 	student, designed	specific challenges
compacting	questioning	around his/her	 Mini lessons
(Pre-assessment and	techniques and	specific	 Small groups designed around
alternative	higher order	challenges	student's strengths and
assignments)	questions	Mini lessons	weaknesses so that they can tutor
 Web-based Learning 	Curriculum	Small groups	each other
 Independent Study 	compacting	designed around	 Individualized remediation and
 Personalized course 	(Pre-assessment	student's	enrichment materials
packet with	and alternative	strengths and	 Choice activities that appeal to
individualized	assignments)	weaknesses so	student interests/Personally
enrichment materials	 Web-based 	that they can tutor	relevant activities
 Open ended 	Learning	each other	 Continually assess and adjust
questions	 Independent 	 Individualized 	content to meet student's needs
 Varying sets of 	Study	remediation and	 Extended time on
reading	 Personalized 	enrichment	activities/assessments
comprehension	 Personalized course packet 	materials	 Grade for content, not spelling
questions to answer	with	 Continually 	 Give directions through several
 Alternate homework 	individualized	assess and adjust	channels: auditory, visual,
options	enrichment	content to meet	kinesthetic, model
 Focus on accuracy 	materials	student's needs	 Use adapted text/worksheets
 Choice Boards/Tiered 	 Open ended 	 Extended time on 	 Give immediate feedback
Assignments/Scaffoldi	questions	activities/assessm	 Vary grouping arrangements:
ng	 Adaptive 	ents	small, large, individual
 Assignments 	assignments that	 Grade for content, 	 Utilize peer buddy system in
designed to meet the	get easier/harder	not spelling	cooperative learning
needs of native	depending on	Give directions	 Vary presentation of lessons:
speakers	how a student is	through several	demonstrate, verbal, written,
speakers	performing	channels:	audio/visual learning aids
	 Varying sets of 	auditory, visual,	 Use various techniques and
	 varying sets of reading 	kinesthetic, model	materials to teach a lesson, based
	comprehension	 Use adapted 	on students functioning level
	questions to	 Use adapted text/worksheets 	
	•	Give immediate	 Provide correctly completed examples/Model assignments
	answerFocus on	feedback	
		 Vary grouping 	 Provide frequent reviews of current concepts and information
	accuracyChoice	arrangements:	taught
	 Choice Boards/Tiered 	small, large,	 Break assignments into smaller
	Assignments/Sca	individual	tasks/Chunk
	ffolding	 Utilize peer buddy 	 Use drill and repetition
	noiding	system in	 Use of memory aids/mnemonic
		cooperative	devices
		learning	 Use songs, music, and movement
		 Vary presentation 	 Frequently check for
		• vary presentation of lessons:	understanding
		demonstrate,	 Pre-teach vocabulary
		verbal, written,	 Re-teach and review requisite
		audio/visual	skills before introducing a new
			-
		learning aids	skill or concept

Use various Learning/Behavior Contracts
techniques and
materials to teach o Duolingo
a lesson, based o Rockalingua
functioning level (modify and limit questions)
Provide correctly
completed Assignments/Scaffolding
examples • Use games and simulations
Provide frequent Use TPR (Total Physical
1 /
concepts and • Role playing, Dramatization,
information taught props for dialogs
Break Interactive writing
assignments into • Extended time
smaller tasks
Use drill and Repeated directions
repetition Differentiate based on proficiency Dravida ward banks
Use of memory Provide word banks
aids/mnemonic • Allow for translators, dictionaries
devices
Frequently check
for understanding
 Re-teach and
review requisite
skills before
introducing a new
skill or concept
Learning/Behavio
r Contracts
Web-based
Learning
-
o Rockaling
ua
o Duolingo
Alternate
homework
options (modify
and limit
questions)
Choice
Boards/Tiered
Assignments/Scaf
folding
Use games and
simulations
Use TPR (Total
·
Physical
Response)
Role playing,
Dramatization,
props for dialogs
 Interactive writing

 aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Pacing Guide

Course Name	Context/Resources	Standards
UNIT 1: Lección 1 – Hola, ¿Qué tal? Days : 25 Days	Chapter Lección 1 – Hola, ¿Qué tal? Resources	7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Fall Semester: • September • October Spring Semester: • February • March	 Descubre 1 Textbook Vocabulary/Grammar Presentations & Tutorials Descubre 1 Online Textbook EdPuzzle Google Slides Presentations Reading/Writing Activities Descubre 1 Online Textbook Assignments Interactive Notebook Activities Dialogs Listening Activities Descubre 1 Online Textbook Interactive Notebook Activities Dialogs Listening Activities Descubre 1 Online Textbook In-Class Listening Activities Partner/Speaking/Collaborative Activities FlipGrid Descubre 1 Online Textbook Assignments Grammar/Vocabulary Games Kahoot Quizizz Jamboard Boom Cards 	 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences

 Gender/Number of Nouns (1.1) Definite & Indefinite Articles (1.1) Numbers 0-30 (1.2) Pronouns (1.3) Present Tense of Ser (1.3) 	 and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
• Telling Time (1.4) Lección 1 Test (1 Day)	

	 Pronunciation (2 Days) Spanish Alphabet Culture (4 Days) Greetings in Spanish Speaking Countries La Plaza Principal Hispanic Influence in U.S. & Canada Plaza de Mayo – Buenos Aires, Argentina Hispanic Heritage Month 	
UNIT 2: Lección 2 – En la Clase Days: 20 Days	Chapter Lección 2 – En la Clase 	7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes
Fall Semester: • October • November Spring Semester: • March • April	 Resources Descubre 1 Textbook Descubre 1 Textbook Vocabulary/Grammar Presentations & Tutorials Descubre 1 Online Textbook EdPuzzle Google Slides Presentations Reading/Writing Activities Descubre 1 Online Textbook Assignments Interactive Notebook Activities Dialogs Listening Activities Descubre 1 Online Textbook In-Class Listening Activities Partner/Speaking/Collaborative Activities Partner/Speaking/Collaborative Activities Grammar/Vocabulary Games Kahoot Quizizz Jamboard Boom Cards Bingo/Eye Spy/Taco Time/Chico Chile 	 resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

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 Flash Cultura Panorama Cultural Interactive Map Class Discussions on Cultural Topics Digital Resources & Web Based Learning Descubre 1 Online Textbook EdPuzzle Kahoot Rockalingua Duolingo Quizizz Boom Cards FlipGrid Google (Classroom, 	 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry,
 The Classroom & School Life Fields of Study & School 	rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
Lección 2 Test (1 Day) Pronunciation (Built into each lesson)	
· · · · · · · · · · · · · · · · · · ·	

	Spanish Vowels	
	 Culture (4 Days) Secondary Schools in Spanish Speaking Countries El Inframen Spain Octavio Paz "El Dia de los Muertos" 	
UNIT 3: Lección 3 – La Familia	 Chapter Lección 3 – La Familia 	7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases,
Days: 15 Days	Resources	and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Fall Semester: • November • December Spring Semester: • April • May	 Descubre 1 Textbook Descubre 1 Textbook Vocabulary/Grammar Presentations & Tutorials Descubre 1 Online Textbook EdPuzzle Google Slides Presentations Reading/Writing Activities Descubre 1 Online Textbook Assignments Interactive Notebook Activities Dialogs Listening Activities Descubre 1 Online Textbook Interactive Notebook Activities Descubre 1 Online Textbook In-Class Listening Activities Partner/Speaking/Collaborative Activities FlipGrid Descubre 1 Online Textbook Assignments Grammar/Vocabulary Games Kahoot Quizizz Jamboard Boom Cards Bingo/Eye Spy/Taco Time/Chico Chile Culture/Grammar/Vocabulary Songs & Videos YouTube 	 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions,

∘ EdPuzzle	commands, and requests when
 Descubre 1 Online 	participating in classroom and cultural
Textbook	activities.
Fotonovela	
■ En Pantalla	7.1.NM.IPERS.5: Imitate gestures and
■ Flash Cultura	intonation of the target culture(s) native
■ Panorama	speakers when greeting others, during
Cultural	leave-takings, and in daily interactions.
Interactive Map	7.1.NM.IPERS.6: Exchange brief
 Class Discussions on Cultural 	messages with others about climate in
Topics	the target regions of the world and in
 Digital Resources & Web 	one's own region using memorized and
Based Learning	practiced words, phrases, and simple,
 Descubre 1 Online 	formulaic sentences.
Textbook	
 EdPuzzle 	7.1.NM.PRSNT.1: Present basic
 Kahoot 	personal information, interests, and
 Rockalingua 	activities using memorized words,
 ○ Duolingo 	phrases, and a few simple sentences
• Quizizz	on targeted themes.
Boom Cards	
• FlipGrid	7.1.NM.PRSNT.2: State basic needs
 Google (Classroom, Docs, Slides, Forms, 	on very familiar topics using words, phrases, and short memorized,
Drawings, Maps, Tour	formulaic sentences practiced in class.
Builder, Jamboard)	
\circ Padlet	7.1.NM.PRSNT.3: Imitate, recite,
 Boom Cards 	and/or dramatize simple poetry,
	rhymes, songs, and skits.
Content	
Vocabulary (3 Days)	7.1.NM.PRSNT.4: Copy/write words,
Family	phrases, or simple guided texts on
 Identifying People 	familiar topics.
 Professions & Occupations 	
	7.1.NM.PRSNT.5: Present information from age- and level-appropriate,
Grammar (8 Days - 2 Days/Topic)	culturally authentic materials orally or
Descriptive Adjectives (3.1)	in writing.
 Possessive Adjectives (3.2) Present Tense of "ER" & "IR" 	in writing.
• Present tense of ER & IR Ending Verbs (3.3)	
 Present Tense of Tener & Venir 	
(3.4)	
(0)	
Pronunciation (Built into each lesson)	
Diphthongs & Linking	
Lección 3 Test (1 Day)	
Culture (3 Days)	
Spanish Last Names	
The Spanish Royal Family	
 Ecuador 	

	Family Reunions	
		7.1 NM IDDET 1: Identify familiar
UNIT 4 : Lección 4 – Los Pasatiempos	 Chapter Lección 4 – Los Pasatiempos 	7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other
Days: 15 Days	Resources	resources related to targeted themes.
Fall Semester: • December	 Descubre 1 Textbook Vocabulary/Grammar Presentations & Tutorials Descubre 1 Online Textbook 	7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
Spring Semester: • May	 EdPuzzle Google Slides Presentations Reading/Writing Activities Descubre 1 Online Textbook Assignments Interactive Notebook Activities Dialogs Listening Activities Descubre 1 Online Textbook Activities Descubre 1 Online Textbook In-Class Listening Activities Partner/Speaking/Collaborative Activities FlipGrid Descubre 1 Online Textbook Assignments Grammar/Vocabulary Games Kahoot 	 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using
	 Quizizz Jamboard Boom Cards Bingo/Eye Spy/Taco Time/Chico Chile Culture/Grammar/Vocabulary Songs & Videos YouTube EdPuzzle Descubre 1 Online Textbook Fotonovela En Pantalla Flash Cultura Panorama Cultural Interactive Map 	 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Vo Gi Le Pr	Topics Digital Resources & Web Based Learning Descubre 1 Online Textbook EdPuzzle Kahoot Rockalingua Duolingo Quizizz Boom Cards FlipGrid Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) Padlet Boom Cards Ontent Descubulary (3 Days) Pastimes Sports Places in the City rammar (6 Days) Present & Future Tense of IR	 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

UNIT 5: Lección 5 – Las Vacaciones	Chapter:	7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases,
Days: 15 Days	 Lección 5 – Las Vacaciones 	and simple sentences contained in culturally authentic materials and other
Days . 15 Days	Resources	resources related to targeted themes.
Fall Competen		
Fall Semester:	Descubre 1 Textbook	7.1.NM.IPRET.2: Respond with actions
• January	 Vocabulary/Grammar Presentations & Tutorials 	and/or gestures to oral and written directions, commands, and requests
	 Descubre 1 Online 	that relate to familiar and practiced
Spring Semester:	Textbook	topics.
• June	• EdPuzzle	
	 Google Slides 	7.1.NM.IPRET.3: Identify familiar
	PresentationsReading/Writing Activities	people, places, objects in daily life
	 Reading/whiting Activities Descubre 1 Online 	based on simple oral and written descriptions.
	Textbook Assignments	
	 Interactive Notebook 	7.1.NM.IPRET.4: Report on the content
	Activities	of short messages that they hear, view,
	○ Dialogs	and read in predictable culturally
	Listening Activities Online	authentic materials.
	Textbook	7.1.NM.IPRET.5: Demonstrate
	 In-Class Listening 	comprehension of brief oral and written
	Activities	messages found in short culturally
	Partner/Speaking/Collaborative	3
	Activities	including climate change.
	 FlipGrid Descubre 1 Online 	7.1 NM IDEDS 1: Deguest and provide
	Textbook Assignments	7.1.NM.IPERS.1: Request and provide information by asking and answering
	Grammar/Vocabulary Games	simple, practiced questions, using
	 Kahoot 	memorized words and phrases.
	○ Quizizz	
	 Jamboard Boom Cards 	7.1.NM.IPERS.2: Share basic needs
	 Bingo/Eye Spy/Taco 	on very familiar topics using words, phrases, and short memorized,
	Time/Chico Chile	formulaic sentences practiced in class.
	Culture/Grammar/Vocabulary	
	Songs & Videos	7.1.NM.IPERS.3: Express one's own
	 YouTube EdPuzzle 	and react to others' basic preferences
	 EdPuzzle Descubre 1 Online 	and/or feelings using memorized words, phrases, and simple memorized
	Textbook	sentences that are supported by
	■ Fotonovela	gestures and visuals.
	■ En Pantalla	
	■ Flash Cultura	7.1.NM.IPERS.4: Give and follow
	Panorama Cultural	simple oral and written directions,
	Interactive	commands, and requests when participating in classroom and cultural
	Мар	activities.
	Class Discussions on Cultural	
	Topics	7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native

Based Lear O Des Tex O Edf O Kat O Rod O Qui O Qui O Qui O Doc Doc Doc Doc Doc Doc Doc Doc	Subre 1 Online book uzzle7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.Not alige (Classroom, s, Slides, Forms, rings, Maps, Tour ler, Jamboard)7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.ation e Year I Weather bers7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.ation e Year I Weather bers7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
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