

SPANISH 1

Unit Title: Lección 1 – Hola, ¿Qué tal?

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.

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.

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Performance Expectations <ul style="list-style-type: none"> 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.

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Information and Media Literacy	<p>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)</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p>	<p>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p> <p>Media have embedded values and points of view.</p>
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.

<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> • 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. 		<p><u>Essential/Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do people greet one another? • How do people make introductions? • What influence do Spanish speakers have in the U.S. and Canada? 	
<p><u>Content:</u></p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Cognates • Greetings & Goodbyes • Identifying Yourself with Others • Courtesy Expressions <p>Grammar</p> <ul style="list-style-type: none"> • Gender/Number of Nouns (1.1) • Definite & Indefinite Articles (1.1) • Numbers 0-30 (1.2) 		<p><u>Skills (Objectives): I Can...</u></p> <ul style="list-style-type: none"> • Great friends and new acquaintances. • Introduce myself and others. • Participate in basic conversations with people I just met. • Recognize ways people introduce each other through the Fotonovela video series. • Recognize ways to identify people and objects through the Fotonovela video series. • Recognize phrases related to telling time through the Fotonovela video series. 	

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<ul style="list-style-type: none"> • Pronouns (1.3) • Present Tense of Ser (1.3) • Telling Time (1.4) <p>Pronunciation</p> <ul style="list-style-type: none"> • Spanish Alphabet <p>Culture</p> <ul style="list-style-type: none"> • Greetings in Spanish Speaking Countries • La Plaza Principal • Hispanic Influence in U.S. & Canada • Plaza de Mayo – Buenos Aires, Argentina • Hispanic Heritage Month 	<ul style="list-style-type: none"> • 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.
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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.
- 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.
- 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.

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- ii. Explain the cultural roles of plazas in Argentina.
- iii. Identify and discuss the cultural practices of greetings in the Spanish-speaking world.
- iv. Talk about Hispanics in the United States and Canada and their cultural contributions to both countries.
- v. Research a famous Hispanic and their contribution(s) to society.

Stage 2: Assessment Evidence

Performance Task(s):

Quizzes

- “Contextos” Vocabulary
- Nouns & Articles (1.1)
- Numbers 0-30 (1.2)
- Pronouns and Ser (1.3)
- Telling Time (1.4)

Tests

- Lección 1 – Hola, ¿Qué tal?

Projects

- Hispanic Heritage Month Digital Poster
- Spanish Speaking Country Research Project
- “Greetings & Small Talk” Dialog

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/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

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Project Based Learning
- Partner/Group Activities/Learning Centers
 - Dialogs & Role Playing
 - TPR (Total Physical Response)
 - Discussions
 - Turn & Talk
 - Think-Pair-Share
 - Jigsaw
 - Socrative Speed Dating
 - Oral Reading
- Grammar & Vocabulary Games/Simulations
 - Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso
- Open-Ended/Targeted Questioning/Cold Call
- Guided Notes
- Culture/Grammar/Vocabulary Videos
- Web Based Learning
 - Kahoot
 - Quizizz
 - EdPuzzle
 - Flipgrid
 - Duolingo
 - Rockalingua
 - Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)
 - Quizlet
 - Padlet
 - Boom Cards
- Do-Now & Closure Activities
- Social/Emotional Learning
 - Interactive Writing/Journaling
 - Polling/Check-ins
 - Emotional Consistency
 - Celebrate Diversity
 - Practice Mindfulness
 - Discuss/Practice Empathy
 - Incorporate Art
 - Constructive Criticism
 - Daily Greetings
 - Promote a Growth Mindset
 - Behavior/Learning Contracts
 - Provide Immediate Feedback
 - Peer Instruction
- Analogies/Mnemonic Devices
- Modeling/Show & Tell Lessons
- Interactive Notebook Activities/Maps
- Choice Boards/Tiered Assignments/Scaffolding
- Outlines/Graphic Organizers/Timelines/Rubrics
- Formative & Summative Assessments
- Comprehensible Input

Resources:

[2020 World Language Standards](#)

[LGBT and Disabilities Law](#)

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

[GLSEN Educator Resources](#)

[Supporting LGBTQ Youth Resource List](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[2020 Career Readiness, Life Literacies, and Life Skills](#)

[World Language Instructional Adaptations For Students With Diverse Needs](#)

Web Based Learning

www.duolingo.com

www.rockalingua.com

www.flipgrid.com

www.google.com

www.padlet.com

<https://wow.boomlearning.com>

www.edpuzzle.com

www.kahoot.com

www.quizizz.com

www.quizlet.com

[Descubre 1 Online Textbook](#)

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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 Students	Special Needs/ELL
<ul style="list-style-type: none"> 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 questions to answer Alternate homework options Focus on accuracy Choice Boards/Tiered Assignments/Scaffolding Assignments designed to meet the needs of native speakers 	<ul style="list-style-type: none"> 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 with individualized 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/Scaffolding 	<ul style="list-style-type: none"> Learning centers 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 Continually assess and adjust content to meet student's needs Extended time on activities/assessments 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, mnemonic devices Use songs, music, and movement 	<ul style="list-style-type: none"> Learning centers 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 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/Model assignments Provide frequent reviews of current concepts and information taught Break assignments into smaller tasks/Chunk Use drill and repetition Use of memory aids/mnemonic devices Use songs, music, and movement

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		<p>audio/visual learning aids</p> <ul style="list-style-type: none"> • 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 • Use of memory aids/mnemonic devices • Frequently check for understanding • Re-teach and review requisite skills before introducing a new skill or concept • Learning/Behavior Contracts • Web-based Learning <ul style="list-style-type: none"> o Rockalingua o Duolingo • 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 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> o Duolingo o 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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		<ul style="list-style-type: none"> • 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

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

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- 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

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- 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

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<p>and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	
<p>Content:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • The Classroom & School Life • Fields of Study & School Subjects • Days of the Week • Class Schedules <p>Grammar</p> <ul style="list-style-type: none"> • Present Tense of “AR” Ending Verbs (2.1) • Forming Questions in Spanish (2.2) • Present Tense of Estar (2.3) • Numbers 31 & Higher (2.4) <p>Pronunciation</p> <ul style="list-style-type: none"> • Spanish Vowels <p>Culture</p> <ul style="list-style-type: none"> • Secondary Schools in Spanish Speaking Countries • El Inframen • Spain • Octavio Paz • “El Dia de los Muertos” 	<p>Skills (Objectives): I Can...</p> <ul style="list-style-type: none"> • Talk with someone about people, places, and things at school. • Tell someone what classes I take and when. • Recognize expressions to talk about classes through the Fotoovela video series. • Recognize phrases to express likes and dislikes through the Fotonovela video series. • Recognize phrases related to paying for tickets through the Fotonovela video series. • Recognize phrases related to talking about location and direction through the Fotonovela video series. • Compare/Contrast how Mexican high-school programs of study are organized with those in my school. • Compare/Contrast the requirements for Mexican high school degrees with those of my school. • Exchange information with others about Latin american schools. • Talk about common activities. • Make negative sentences. • Express likes and dislikes. • Ask and Answer questions. • 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.

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	<ul style="list-style-type: none"> • 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.
<p><u>Interdisciplinary Connections:</u></p> <p>English</p> <ul style="list-style-type: none"> ○ Connections evident in every chapter: <ol style="list-style-type: none"> Assign correct punctuation in a sentence. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement. Communicate in the present tense. Expand vocabulary. Make Introductions. Compare/Contrast language. Read/Respond to different types of literature. Ask and answer questions. Read, Summarize, & Discuss cultural articles and topics. ○ Reading Comprehension <ol style="list-style-type: none"> Predict the content of a text from its format. Identify basic information in a brochure. Identify cognates in a text and use them to infer the main idea. Read texts, summarize, and infer the meaning of vocabulary. Recognize familiar vocabulary words and cognates when I hear them in sentences. ○ Complete writing assignments based on chapter themes. <ol style="list-style-type: none"> Talk about some biographical details about Octavio Paz. Brainstorm ideas to organize my writing. Write a description of myself, using chapter vocabulary and structures ○ Chapter Grammar/Vocabulary Topics <ol style="list-style-type: none"> Make negative sentences. Express likes and dislikes. Ask and Answer questions. 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. <p>Math</p> <ul style="list-style-type: none"> ○ Solve basic math problems. ○ Complete number sequences. ○ Tell time. ○ Express age. ○ Count. ○ Represent quantities. <p>Art/Music</p> <ul style="list-style-type: none"> ○ Design an “Ofrenda” for the Day of the Dead. ○ Create a “Calavera” for the Day of the Dead.Listen to/Interpret songs. ○ Draw with various media. ○ Illustrate the meanings of verbs. ○ Listen to/Interpret songs. ○ View videos, ads, commercials, TV programs, and interviews <ol style="list-style-type: none"> Fotonovela video series Explain the message of a commercial prepared for Spanish speakers 	

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Science	<ul style="list-style-type: none"> Describe the weather. <ul style="list-style-type: none"> Describe the seasons in the southern hemisphere. Express feelings.
History	<ul style="list-style-type: none"> Learn about and Discuss the history, and current cultural practices, of the Day of the Dead. Learn about Spanish speaking countries. <ul style="list-style-type: none"> Talk about the geography and some cultural highlights of Spain. Read and Discuss current events. Read, Summarize, & Discuss cultural articles and topics. <ul style="list-style-type: none"> Identify and Discuss some details about the Universidad Nacional Autonoma de Mexico (UNAM). Compare/Contrast how Mexican high-school programs of study are organized with those in my school. Compare/Contrast the requirements for Mexican high school degrees with those of my school. Exchange information with others about Latin american schools.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u>	<u>Other Evidence:</u>
<p>Quizzes</p> <ul style="list-style-type: none"> “Contextos” Vocabulary Present Tense of “AR” Ending Verbs (2.1) Forming Questions in Spanish (2.2) Present Tense of Estar (2.3) Numbers 31 & Higher (2.4) <p>Tests</p> <ul style="list-style-type: none"> Lección 2 – En la Clase <p>Projects</p> <ul style="list-style-type: none"> “Calavera” & “Ofrenda” for “El Día de los Muertos.” “AR” Verbs Illustration Project “About Me” Composition 	<ul style="list-style-type: none"> Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> Descubre 1 Online Textbook EdPuzzle Google Slides Presentations Reading/Writing Activities <ul style="list-style-type: none"> Descubre 1 Online Textbook Assignments Interactive Notebook Activities Dialogs Listening Activities <ul style="list-style-type: none"> Descubre 1 Online Textbook In-Class Listening Activities Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> FlipGrid Descubre 1 Online Textbook Assignments Grammar/Vocabulary Games <ul style="list-style-type: none"> Kahoot Quizizz Jamboard Boom Cards Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> YouTube EdPuzzle Descubre 1 Online Textbook <ul style="list-style-type: none"> Fotonovela En Pantalla Flash Cultura Panorama Cultural Interactive Map Class Discussions on Cultural Topics Digital Resources & Web Based Learning

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	<ul style="list-style-type: none"> ○ 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	
<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● Project Based Learning ● Partner/Group Activities/Learning Centers <ul style="list-style-type: none"> ○ Dialogs & Role Playing ○ TPR (Total Physical Response) ○ Discussions ○ Turn & Talk ○ Think-Pair-Share ○ Jigsaw ○ Socrative Speed Dating ○ Oral Reading ● Grammar & Vocabulary Games/Simulations <ul style="list-style-type: none"> ○ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso ● Open-Ended/Targeted Questioning/Cold Call ● Guided Notes ● Culture/Grammar/Vocabulary Videos ● Web Based Learning <ul style="list-style-type: none"> ○ Kahoot ○ Quizizz ○ EdPuzzle ○ Flipgrid ○ Duolingo ○ Rockalingua ○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) ○ Quizlet ○ Padlet ○ Boom Cards ● Do-Now & Closure Activities ● Social/Emotional Learning <ul style="list-style-type: none"> ○ Interactive Writing/Journaling ○ Polling/Check-ins ○ Emotional Consistency ○ Celebrate Diversity ○ Practice Mindfulness ○ Discuss/Practice Empathy ○ Incorporate Art 	<p><u>Resources:</u></p> <p>2020 World Language Standards</p> <p>LGBT and Disabilities Law</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p>GLSEN Educator Resources</p> <p>Supporting LGBTQ Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>2020 Career Readiness, Life Literacies, and Life Skills</p> <p>World Language Instructional Adaptations For Students With Diverse Needs</p> <p>Web Based Learning</p> <p>www.duolingo.com</p> <p>www.rockalingua.com</p> <p>www.flipgrid.com</p> <p>www.google.com</p> <p>www.padlet.com</p>

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<ul style="list-style-type: none"> o Constructive Criticism o Daily Greetings o Promote a Growth Mindset o Behavior/Learning Contracts o Provide Immediate Feedback o Peer Instruction • Analogies/Mnemonic Devices • Modeling/Show & Tell Lessons • Rubrics • Interactive Notebook Activities/Maps • Choice Boards/Tiered Assignments/Scaffolding • Outlines/Graphic Organizers/Timelines/Rubrics • Formative & Summative Assessments • Comprehensible Input 	https://www.boomlearning.com www.edpuzzle.com www.kahoot.com www.quizizz.com www.quizlet.com Descubre 1 Online Textbook
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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 Students	Special Needs/ELL
<ul style="list-style-type: none"> • 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 questions to answer • Alternate homework options • Focus on accuracy • Choice Boards/Tiered Assignments/Scaffolding • Assignments designed to meet the needs of native speakers 	<ul style="list-style-type: none"> • 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 with individualized enrichment materials • Open ended questions • Adaptive assignments that get easier/harder depending on how a student is performing 	<ul style="list-style-type: none"> • Learning centers • 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 • Continually assess and adjust content to meet student's needs • Extended time on activities/assessments • Grade for content, not spelling • Give directions through several channels: auditory, visual, kinesthetic, model 	<ul style="list-style-type: none"> • Learning centers • 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 • 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

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	<ul style="list-style-type: none"> • Varying sets of reading comprehension questions to answer • Focus on accuracy • Choice Boards/Tiered Assignments/Scaffolding 	<ul style="list-style-type: none"> • 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 drill and repetition • Use of memory aids/mnemonic devices • Frequently check for understanding • Re-teach and review requisite skills before introducing a new skill or concept • Learning/Behavior Contracts • Web-based Learning <ul style="list-style-type: none"> o Rockalingua o Duolingo 	<ul style="list-style-type: none"> • 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 drill and repetition • 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 <ul style="list-style-type: none"> o Duolingo o 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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		<ul style="list-style-type: none"> • 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 • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries 	
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Unit Title: Lección 3 – La Familia

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,

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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.

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Critical Thinking and Problem-solving	<p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>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</p>	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	<p>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., NJSLA.SL5)</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).</p>	<p>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p> <p>Media have embedded values and points of view.</p>
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.

<p>Central Idea/Enduring Understanding:</p> <ul style="list-style-type: none"> • 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 	<p>Essential/Guiding Questions:</p> <ul style="list-style-type: none"> • How do people describe their families and family members? • How do people talk about how they spend their time? • How are a person's surnames determined in the Spanish-speaking world?
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<p>relationship between the practices and perspectives of the cultures studied.</p> <ul style="list-style-type: none"> • 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. 	
<p><u>Content:</u></p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Family • Identifying People • Professions & Occupations <p>Grammar</p> <ul style="list-style-type: none"> • Descriptive Adjectives (3.1) • Possessive Adjectives (3.2) • Present Tense of “ER” & “IR” Ending Verbs (3.3) • Present Tense of Tener & Venir (3.4) <p>Pronunciation</p> <ul style="list-style-type: none"> • Diphthongs & Linking <p>Culture</p> <ul style="list-style-type: none"> • Spanish Last Names • The Spanish Royal Family • Ecuador • Family Reunions 	<p><u>Skills (Objectives): I Can...</u></p> <ul style="list-style-type: none"> • 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. • Exchange basic information about my family. • Clearly pronounce diphthongs and linking sounds in Spanish. • Recognize the conventions of surnames in the Spanish-speaking 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 Spanish-speaking world. • Talk about the geography and some cultural highlights of Ecuador.

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	<ul style="list-style-type: none"> • Read, Summarize, & Discuss cultural articles and topics. • Illustrate meanings of verbs.
<u>Interdisciplinary Connections:</u>	
English	<ul style="list-style-type: none"> ○ Connections evident in every chapter: <ul style="list-style-type: none"> 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. 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 <ul style="list-style-type: none"> i. Predict the meaning of words and phrases when used in an article on familiar topics. ○ Complete writing assignments based on chapter themes. <ul style="list-style-type: none"> i. Write a brief email about my family ○ Chapter Grammar/Vocabulary Topics <ul style="list-style-type: none"> i. Clearly pronounce diphthongs and linking sounds in Spanish. ii. Express possession through the use of possessive adjectives.
Math	<ul style="list-style-type: none"> ○ Tell time. ○ Express age. ○ Represent quantities.
Art/Music	<ul style="list-style-type: none"> ○ Draw with various media. ○ Illustrate the meanings of verbs. ○ Listen to/Interpret songs. ○ View videos, ads, commercials, TV programs, and interviews <ul style="list-style-type: none"> i. Fotonovela video series ii. Explain the reactions of a girl in a commercial.
Science	<ul style="list-style-type: none"> ○ Express feelings.
History	<ul style="list-style-type: none"> ○ Learn about Spanish speaking countries. <ul style="list-style-type: none"> i. Talk about the geography and some cultural highlights of Ecuador. ○ Read and Discuss current events. ○ Read, Summarize, & Discuss cultural articles and topics. <ul style="list-style-type: none"> i. Recognize the conventions of surnames in the Spanish-speaking 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.
Stage 2: Assessment Evidence	

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<p><u>Performance Task(s):</u></p> <p>Quizzes</p> <ul style="list-style-type: none"> • “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) <p>Tests</p> <ul style="list-style-type: none"> • Lección 3 – La Familia <p>Projects</p> <ul style="list-style-type: none"> • “ER/IR” Verb Illustration Project • “Mi Familia” Composition 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> ◦ Descubre 1 Online Textbook ◦ EdPuzzle ◦ Google Slides Presentations • Reading/Writing Activities <ul style="list-style-type: none"> ◦ Descubre 1 Online Textbook Assignments ◦ Interactive Notebook Activities ◦ Dialogs • Listening Activities <ul style="list-style-type: none"> ◦ Descubre 1 Online Textbook ◦ In-Class Listening Activities • Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> ◦ FlipGrid ◦ Descubre 1 Online Textbook Assignments • Grammar/Vocabulary Games <ul style="list-style-type: none"> ◦ Kahoot ◦ Quizizz ◦ Jamboard ◦ Boom Cards ◦ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso • Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> ◦ YouTube ◦ EdPuzzle ◦ Descubre 1 Online Textbook <ul style="list-style-type: none"> ■ Fotonovela ■ En Pantalla ■ Flash Cultura ■ Panorama Cultural Interactive Map • Class Discussions on Cultural Topics • Digital Resources & Web Based Learning <ul style="list-style-type: none"> ◦ 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
<p align="center">Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> • Project Based Learning • Partner/Group Activities/Learning Centers <ul style="list-style-type: none"> ◦ Dialogs & Role Playing ◦ TPR (Total Physical Response) ◦ Discussions 	<p><u>Resources:</u></p> <p>2020 World Language Standards</p> <p>LGBT and Disabilities Law</p>

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<ul style="list-style-type: none"> o Turn & Talk o Think-Pair-Share o Jigsaw o Socrative Speed Dating o Oral Reading • Grammar & Vocabulary Games/Simulations <ul style="list-style-type: none"> o Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso • Open-Ended/Targeted Questioning/Cold Call • Guided Notes • Culture/Grammar/Vocabulary Videos • Peer Instruction • Web Based Learning <ul style="list-style-type: none"> o Kahoot o Quizizz o EdPuzzle o Flipgrid o Duolingo o Rockalingua o Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) o Quizlet o Padlet o Boom Cards • Do-Now & Closure Activities • Social/Emotional Learning <ul style="list-style-type: none"> o Interactive Writing/Journaling o Polling/Check-ins o Emotional Consistency o Celebrate Diversity o Practice Mindfulness o Discuss/Practice Empathy o Incorporate Art o Constructive Criticism o Daily Greetings o Promote a Growth Mindset o Behavior/Learning Contracts o Provide Immediate Feedback • Analogies/Mnemonic Devices • Modeling/Show & Tell Lessons • Rubrics • Interactive Notebook Activities/Maps • Choice Boards/Tiered Assignments/Scaffolding • Outlines/Graphic Organizers/Timelines/Rubrics • Formative & Summative Assessments • Comprehensible Input 	<p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p>GLSEN Educator Resources</p> <p>Supporting LGBTQ Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>2020 Career Readiness, Life Literacies, and Life Skills</p> <p>World Language Instructional Adaptations For Students With Diverse Needs</p> <p>Web Based Learning</p> <p>www.duolingo.com</p> <p>www.rockalingua.com</p> <p>www.flipgrid.com</p> <p>www.google.com</p> <p>www.padlet.com</p> <p>https://wow.boomlearning.com</p> <p>www.edpuzzle.com</p> <p>www.kahoot.com</p> <p>www.quizizz.com</p> <p>www.quizlet.com</p> <p>Descubre 1 Online Textbook</p>
<p><u>Differentiation</u></p> <p>*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.</p>	

SPANISH 1

<p>High-Achieving Students</p> <ul style="list-style-type: none"> 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 questions to answer Alternate homework options Focus on accuracy Choice Boards/Tiered Assignments/Scaffolding Assignments designed to meet the needs of native speakers 	<p>On Grade Level Students</p> <ul style="list-style-type: none"> 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 with individualized 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/Scaffolding 	<p>Struggling Students</p> <ul style="list-style-type: none"> Learning centers 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 Continually assess and adjust content to meet student's needs Extended time on activities/assessments 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 	<p>Special Needs/ELL</p> <ul style="list-style-type: none"> Learning centers 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 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/Model assignments Provide frequent reviews of current concepts and information taught Break assignments into smaller tasks/Chunk Use drill and repetition 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
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		<ul style="list-style-type: none"> • 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 • Use of memory aids/mnemonic devices • Frequently check for understanding • Re-teach and review requisite skills before introducing a new skill or concept • Learning/Behavior Contracts • Web-based Learning <ul style="list-style-type: none"> ◦ Rockalingua ◦ Duolingo • 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 	<ul style="list-style-type: none"> • Learning/Behavior Contracts • Web-based Learning <ul style="list-style-type: none"> ◦ 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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		<ul style="list-style-type: none"> • 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.

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- 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). 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 govern the use of intellectual property and there are legal consequences to utilizing or sharing

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	laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	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 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.

<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Essential/Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do people talk about pastimes, weekend activities, and sports? • How do people make plans and extend invitations? • What sports and sports figures are popular in the Spanish-speaking world?
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SPANISH 1

languages for enjoyment, enrichment, and advancement.	
<p><u>Content:</u></p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Pastimes • Sports • Places in the City <p>Grammar</p> <ul style="list-style-type: none"> • Present & Future Tense of IR (4.1) • Stem Changing Verbs (e-ie, o-ue, e-i) (4.2) • Verbs with Irregular “Yo” Forms (4.3) <p>Pronunciation</p> <ul style="list-style-type: none"> • Word Stress & Accent Marks <p>Culture</p> <ul style="list-style-type: none"> • Soccer – Real Madrid & FC Barcelona • Sports • Mexico • Afro-Latinos 	<p><u>Skills (Objectives): I Can...</u></p> <ul style="list-style-type: none"> • Name some sports and other pastimes. • Identify places in a city. • Recognize expressions and extend invitations. • 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, 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. • 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.
<p><u>Interdisciplinary Connections:</u></p> <p>English</p> <ul style="list-style-type: none"> ○ Connections evident in every chapter: <ol style="list-style-type: none"> 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. 	

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	<ul style="list-style-type: none"> ○ Reading Comprehension <ul style="list-style-type: none"> i. Predict the content of a text from accompanying graphs and charts. ○ Complete writing assignments based on chapter themes. <ul style="list-style-type: none"> i. Create an informational pamphlet in Spanish, using chapter vocabulary and grammar. ○ Chapter Grammar/Vocabulary Topics <ul style="list-style-type: none"> i. Say where people are going in the neighborhood. ii. Express future events. iii. Express “Let’s.” iv. Talk about what people want to do in a variety of ways. v. Talk about activities that I can do.
Math	<ul style="list-style-type: none"> ○ Tell time. ○ Express age. ○ Represent quantities.
Art/Music	<ul style="list-style-type: none"> ○ Draw with various media. ○ Illustrate the meanings of verbs. ○ Listen to/Interpret songs. ○ View videos, ads, commercials, TV programs, and interviews <ul style="list-style-type: none"> i. Fotonovela video series ii. Explain the message of a commercial prepared for Spanish speakers.
History	<ul style="list-style-type: none"> ○ Learn about Spanish speaking countries. <ul style="list-style-type: none"> i. Exchange some information with others about Mexico’s geography, history, economy, and culture. ii. Talk about Mexico’s relationship with the United States. ○ Read and Discuss current events. ○ Read, Summarize, & Discuss cultural articles and topics. <ul style="list-style-type: none"> i. Discuss soccer rivalries in the Spanish-speaking world, especially in Spain. ii. Exchange information with others about renowned athletes in the Spanish-speaking world. iii. Talk about the World Cup and its role in the Spanish speaking world. iv. Describe soccer rivalries in the Spanish-speaking world. v. Discuss the cultural practices and perspectives of soccer in Spain.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u>	<u>Other Evidence:</u>
<p>Quizzes</p> <ul style="list-style-type: none"> ● “Contextos” Vocabulary ● Present & Future Tense of IR (4.1) ● Stem Changing Verbs (e-ie, o-ue, e-i) (4.2) ● Verbs with Irregular “Yo” Forms (4.3) <p>Tests</p> <ul style="list-style-type: none"> ● Lección 4 – Los Pasatiempos <p>Projects</p> <ul style="list-style-type: none"> ● Afro-Latinos Google Map Project ● Future of IR Project 	<ul style="list-style-type: none"> ● Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> ○ Descubre 1 Online Textbook ○ EdPuzzle ○ Google Slides Presentations ● Reading/Writing Activities <ul style="list-style-type: none"> ○ Descubre 1 Online Textbook Assignments ○ Interactive Notebook Activities ○ Dialogs ● Listening Activities <ul style="list-style-type: none"> ○ Descubre 1 Online Textbook ○ In-Class Listening Activities ● Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> ○ FlipGrid ○ Descubre 1 Online Textbook Assignments ● Grammar/Vocabulary Games <ul style="list-style-type: none"> ○ Kahoot

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	<ul style="list-style-type: none"> ○ Quizizz ○ Jamboard ○ Boom Cards ○ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso ● Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> ○ YouTube ○ EdPuzzle ○ Descubre 1 Online Textbook <ul style="list-style-type: none"> ■ Fotonovela ■ En Pantalla ■ Flash Cultura ■ Panorama Cultural Interactive Map ● Class Discussions on Cultural Topics ● Digital Resources & Web Based Learning <ul style="list-style-type: none"> ○ 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
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● Project Based Learning ● Partner/Group Activities/Learning Centers <ul style="list-style-type: none"> ○ Dialogs & Role Playing ○ TPR (Total Physical Response) ○ Discussions ○ Turn & Talk ○ Think-Pair-Share ○ Jigsaw ○ Socrative Speed Dating ○ Oral Reading ● Grammar & Vocabulary Games ● Open-Ended/Targeted Questioning/Cold Call ● Guided Notes ● Culture/Grammar/Vocabulary Videos ● Peer Instruction ● Web Based Learning <ul style="list-style-type: none"> ○ Kahoot ○ Quizizz ○ EdPuzzle ○ Flipgrid ○ Duolingo ○ Rockalingua 	<p><u>Resources:</u></p> <p>2020 World Language Standards</p> <p>LGBT and Disabilities Law</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p>GLSEN Educator Resources</p> <p>Supporting LGBTQ Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>2020 Career Readiness, Life Literacies, and Life Skills</p>
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<ul style="list-style-type: none"> o Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) o Quizlet o Padlet o Boom Cards • Do-Now & Closure Activities • Social/Emotional Learning <ul style="list-style-type: none"> o Interactive Writing/Journaling o Polling/Check-ins o Emotional Consistency o Celebrate Diversity o Practice Mindfulness o Discuss/Practice Empathy o Incorporate Art o Constructive Criticism o Daily Greetings o Promote a Growth Mindset o Behavior/Learning Contracts o Provide Immediate Feedback • Analogies/Mnemonic Devices • Modeling/Show & Tell Lessons • Interactive Notebook Activities/Maps • Choice Boards/Tiered Assignments/Scaffolding • Outlines/Graphic Organizers/Timelines/Rubrics • Formative & Summative Assessments • Comprehensible Input 	<p>World Language Instructional Adaptations For Students With Diverse Needs</p> <p>Web Based Learning</p> <p>www.duolingo.com</p> <p>www.rockalingua.com</p> <p>www.flipgrid.com</p> <p>www.google.com</p> <p>www.padlet.com</p> <p>https://wow.boomlearning.com</p> <p>www.edpuzzle.com</p> <p>www.kahoot.com</p> <p>www.quizizz.com</p> <p>www.quizlet.com</p> <p>Descubre 1 Online Textbook</p>
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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 Students	Special Needs/ELL
<ul style="list-style-type: none"> • 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 questions to answer 	<ul style="list-style-type: none"> • 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 with 	<ul style="list-style-type: none"> • Learning centers • 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 	<ul style="list-style-type: none"> • Learning centers • 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

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<ul style="list-style-type: none"> • Alternate homework options • Focus on accuracy • Choice Boards/Tiered Assignments/Scaffolding • Assignments designed to meet the needs of native speakers 	<p>individualized enrichment materials</p> <ul style="list-style-type: none"> • 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/Scaffolding 	<ul style="list-style-type: none"> • Continually assess and adjust content to meet student's needs • Extended time on activities/assessments • 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 drill and repetition • Use of memory aids/mnemonic devices 	<ul style="list-style-type: none"> • 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/Model assignments • Provide frequent reviews of current concepts and information taught • Break assignments into smaller tasks/Chunk • Use drill and repetition • 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 <ul style="list-style-type: none"> ◦ 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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		<ul style="list-style-type: none"> • Frequently check for understanding • Re-teach and review requisite skills before introducing a new skill or concept • Learning/Behavior Contracts • Web-based Learning <ul style="list-style-type: none"> o Rockalingua o Duolingo • 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 • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries 	
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Unit Title: Lección 5 - Las Vacaciones

Stage 1: Desired Results

Standards & Indicators: Novice Mid

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

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- 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.

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Information and Media Literacy	<p>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)</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p>	<p>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p> <p>Media have embedded values and points of view.</p>
Technology Literacy	<p>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.).</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p>	<p>Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</p> <p>Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p>

<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> ● 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. 	<p><u>Essential/Guiding Questions:</u></p> <ul style="list-style-type: none"> ● How do people discuss and plan a vacation? ● How do people talk about how they feel? ● What are some popular vacation destinations in the Spanish-speaking world? Why?
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<p><u>Content:</u></p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Travel & Vacation • Months of the Year • Seasons and Weather • Ordinal Numbers <p>Grammar</p> <ul style="list-style-type: none"> • Estar with Conditions & Emotions (5.1) • Present Progressive (5.2) • Ser & Estar (5.3) • Direct Object Nouns & Pronouns (5.4) <p>Pronunciation</p> <ul style="list-style-type: none"> • Spanish “B” & “V” <p>Culture</p> <ul style="list-style-type: none"> • Iguazú Falls • Punta del Este • Puerto Rico 	<p><u>Skills (Objectives): I Can...</u></p> <ul style="list-style-type: none"> • Talk with someone about my travel and vacation plans. • Tell someone the time and date of an important event. • Give dates and weather information. • Use ordinal numbers to tell someone where something is located or to share the order of events. • Recognize some common weather expressions, through the Fotonovela video series. • Recognize some information about a hotel reservation, through the Fotonovela video series. • Recognize phrases used to interact with hotel personnel, through the Fotonovela video series. • Recognize phrases about how someone is feeling, through the Fotonovela video series. • Say sentences differentiating between “b” and “v” in Spanish. • Name some popular destinations for vacation in the Spanish-speaking world. • Describe the physical condition of places and things. • 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.
<p><u>Interdisciplinary Connections:</u></p> <p>English</p> <ul style="list-style-type: none"> ○ Connections evident in every chapter: <ol style="list-style-type: none"> Identify cognates in a text and use them to infer the main idea. Read texts, summarize, and infer the meaning of vocabulary. Assign correct punctuation in a sentence. 	

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- 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.
- o 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.
- o Complete writing assignments based on chapter themes.
 - i. Create an informational pamphlet in Spanish, using chapter vocabulary and grammar.
- o Chapter Grammar/Vocabulary Topics
 - 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

- o Tell someone the time and date of an important event.
- o Use ordinal numbers to tell someone where something is located or to share the order of events.
- o Represent quantities.

Art/Music

- o Draw with various media.
- o Illustrate the meanings of verbs.
- o Listen to/Interpret songs.
- o 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

- o Describe the weather.
- o Give dates and weather information.
- o Understand the weather forecast in a recorded weather report.
- o Create a weekly weather report for a Spanish speaking city.
- o Discuss climate change in Spanish speaking countries.
- o Describe how people feel.

History

- o Learn about Spanish speaking countries.
 - i. Recognize and Understand some basic concepts about Puerto Rico's geography, history, and culture.
- o Read and Discuss current events.
- o 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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<p><u>Performance Task(s):</u></p> <p>Quizzes</p> <ul style="list-style-type: none"> • “Contextos” Vocabulary • Estar with Conditions & Emotions (5.1) • Present Progressive (5.2) • Ser & Estar (5.3) • Direct Object Nouns & Pronouns (5.4) <p>Tests</p> <ul style="list-style-type: none"> • Lección 5 – Las Vacaciones <p>Projects</p> <ul style="list-style-type: none"> • Weather Report Project • Travel Brochure & Commercial 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> ◦ Descubre 1 Online Textbook ◦ EdPuzzle ◦ Google Slides Presentations • Reading/Writing Activities <ul style="list-style-type: none"> ◦ Descubre 1 Online Textbook Assignments ◦ Interactive Notebook Activities ◦ Dialogs • Listening Activities <ul style="list-style-type: none"> ◦ Descubre 1 Online Textbook ◦ In-Class Listening Activities • Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> ◦ FlipGrid ◦ Descubre 1 Online Textbook Assignments • Grammar/Vocabulary Games <ul style="list-style-type: none"> ◦ Kahoot ◦ Quizizz ◦ Jamboard ◦ Boom Cards ◦ Bingo/Eye Spy/Taco Time/Chico Chile • Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> ◦ YouTube ◦ EdPuzzle ◦ Descubre 1 Online Textbook <ul style="list-style-type: none"> ■ Fotonovela ■ En Pantalla ■ Flash Cultura ■ Panorama Cultural Interactive Map • Class Discussions on Cultural Topics • Digital Resources & Web Based Learning <ul style="list-style-type: none"> ◦ 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
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> • Project Based Learning <ul style="list-style-type: none"> ◦ Cognate Illustrations ◦ Country Poster Project ◦ Weather Forecast ◦ Hispanic Heritage Month Biography of a Famous Hispanic 	<p><u>Resources:</u></p> <p>2020 World Language Standards</p> <p>LGBT and Disabilities Law</p>
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<ul style="list-style-type: none"> ● Partner/Group Activities/Learning Centers <ul style="list-style-type: none"> ○ Dialogs & Role Playing ○ TPR (Total Physical Response) ○ Discussions ○ Turn & Talk ○ Think-Pair-Share ○ Jigsaw ○ Socrative Speed Dating ○ Oral Reading ● Grammar & Vocabulary Games/Simulations ● Open-Ended/Targeted Questioning/Cold Call ● Guided Notes ● Culture/Grammar/Vocabulary Videos ● Web Based Learning <ul style="list-style-type: none"> ○ Kahoot ○ Quizizz ○ EdPuzzle ○ Flipgrid ○ Duolingo ○ Rockalingua ○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) ○ Quizlet ○ Padlet ○ Boom Cards ● Do-Now & Closure Activities ● Social/Emotional Learning <ul style="list-style-type: none"> ○ Interactive Writing/Journaling ○ Polling/Check-ins ○ Emotional Consistency ○ Celebrate Diversity ○ Practice Mindfulness ○ Discuss/Practice Empathy ○ Incorporate Art ○ Constructive Criticism ○ Daily Greetings ○ Promote a Growth Mindset ○ Behavior/Learning Contracts ○ Provide Immediate Feedback ○ Peer Instruction ● Analogies/Mnemonic Devices ● Modeling/Show & Tell Lessons ● Interactive Notebook Activities/Maps ● Choice Boards/Tiered Assignments/Scaffolding ● Outlines/Graphic Organizers/Timelines/Rubrics ● Formative & Summative Assessments ● Comprehensible Input 	<p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p>GLSEN Educator Resources</p> <p>Supporting LGBTQ Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>2020 Career Readiness, Life Literacies, and Life Skills</p> <p>World Language Instructional Adaptations For Students With Diverse Needs</p> <p><u>Web Based Learning</u></p> <p>www.duolingo.com</p> <p>www.rockalingua.com</p> <p>www.flipgrid.com</p> <p>www.google.com</p> <p>www.padlet.com</p> <p>https://wow.boomlearning.com</p> <p>www.edpuzzle.com</p> <p>www.kahoot.com</p> <p>www.quizizz.com</p> <p>www.quizlet.com</p> <p>Descubre 1 Online Textbook</p>
<p><u>Differentiation</u></p> <p>*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.</p>	

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<p>High-Achieving Students</p> <ul style="list-style-type: none"> 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 questions to answer Alternate homework options Focus on accuracy Choice Boards/Tiered Assignments/Scaffolding Assignments designed to meet the needs of native speakers 	<p>On Grade Level Students</p> <ul style="list-style-type: none"> 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 with individualized 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/Scaffolding 	<p>Struggling Students</p> <ul style="list-style-type: none"> Learning centers 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 Continually assess and adjust content to meet student's needs Extended time on activities/assessments 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 	<p>Special Needs/ELL</p> <ul style="list-style-type: none"> Learning centers 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 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/Model assignments Provide frequent reviews of current concepts and information taught Break assignments into smaller tasks/Chunk Use drill and repetition 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
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		<ul style="list-style-type: none"> • 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 • Use of memory aids/mnemonic devices • Frequently check for understanding • Re-teach and review requisite skills before introducing a new skill or concept • Learning/Behavior Contracts • Web-based Learning <ul style="list-style-type: none"> ◦ Rockalingua ◦ Duolingo • 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 	<ul style="list-style-type: none"> • Learning/Behavior Contracts • Web-based Learning <ul style="list-style-type: none"> ◦ 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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		<ul style="list-style-type: none"> • Provide visual 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 Fall Semester: <ul style="list-style-type: none"> • September • October Spring Semester: <ul style="list-style-type: none"> • February • March 	Chapter <ul style="list-style-type: none"> • Lección 1 – Hola, ¿Qué tal? Resources <ul style="list-style-type: none"> • Descubre 1 Textbook • Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> ◦ Descubre 1 Online Textbook ◦ EdPuzzle ◦ Google Slides Presentations • Reading/Writing Activities <ul style="list-style-type: none"> ◦ Descubre 1 Online Textbook Assignments ◦ Interactive Notebook Activities ◦ Dialogs • Listening Activities <ul style="list-style-type: none"> ◦ Descubre 1 Online Textbook ◦ In-Class Listening Activities • Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> ◦ FlipGrid ◦ Descubre 1 Online Textbook Assignments • Grammar/Vocabulary Games <ul style="list-style-type: none"> ◦ Kahoot ◦ Quizizz ◦ Jamboard ◦ Boom Cards 	<p>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.</p> <p>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.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences</p>

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	<ul style="list-style-type: none"> ○ Bingo/Eye Spy/Taco Time/Chico Chile ● Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> ○ YouTube ○ EdPuzzle ○ Descubre 1 Online Textbook <ul style="list-style-type: none"> ■ Fotonovela ■ En Pantalla ■ Flash Cultura ■ Panorama Cultural Interactive Map ● Class Discussions on Cultural Topics ● Digital Resources & Web Based Learning <ul style="list-style-type: none"> ○ 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 <p>Content</p> <p>Vocabulary (6 Days)</p> <ul style="list-style-type: none"> ● Cognates ● Greetings & Goodbyes ● Identifying Yourself with Others ● Courtesy Expressions <p>Grammar (12 Days - 2 Days/Topic)</p> <ul style="list-style-type: none"> ● 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) ● Telling Time (1.4) <p>Lección 1 Test (1 Day)</p>	<p>and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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.</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
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	Pronunciation (2 Days) <ul style="list-style-type: none"> Spanish Alphabet Culture (4 Days) <ul style="list-style-type: none"> 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 Fall Semester: <ul style="list-style-type: none"> October November Spring Semester: <ul style="list-style-type: none"> March April 	Chapter <ul style="list-style-type: none"> Lección 2 – En la Clase Resources <ul style="list-style-type: none"> Descubre 1 Textbook Descubre 1 Textbook Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> Descubre 1 Online Textbook EdPuzzle Google Slides Presentations Reading/Writing Activities <ul style="list-style-type: none"> Descubre 1 Online Textbook Assignments Interactive Notebook Activities Dialogs Listening Activities <ul style="list-style-type: none"> Descubre 1 Online Textbook In-Class Listening Activities Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> FlipGrid Descubre 1 Online Textbook Assignments Grammar/Vocabulary Games <ul style="list-style-type: none"> Kahoot Quizizz Jamboard Boom Cards Bingo/Eye Spy/Taco Time/Chico Chile 	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.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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	<ul style="list-style-type: none"> • Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> ○ YouTube ○ EdPuzzle ○ Descubre 1 Online Textbook <ul style="list-style-type: none"> ■ Fotonovela ■ En Pantalla ■ Flash Cultura ■ Panorama Cultural Interactive Map • Class Discussions on Cultural Topics • Digital Resources & Web Based Learning <ul style="list-style-type: none"> ○ 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 <p>Content</p> <p>Vocabulary (3 Days)</p> <ul style="list-style-type: none"> • The Classroom & School Life • Fields of Study & School Subjects • Days of the Week • Class Schedules <p>Grammar (12 Days - 3 Days/Topic)</p> <ul style="list-style-type: none"> • Present Tense of “AR” Ending Verbs (2.1) • Forming Questions in Spanish (2.2) • Present Tense of Estar (2.3) • Numbers 31 & Higher (2.4) <p>Lección 2 Test (1 Day)</p> <p>Pronunciation (Built into each lesson)</p>	<p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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.</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
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SPANISH 1

	<ul style="list-style-type: none"> Spanish Vowels <p>Culture (4 Days)</p> <ul style="list-style-type: none"> Secondary Schools in Spanish Speaking Countries El Inframen Spain Octavio Paz “El Dia de los Muertos” 	
<p>UNIT 3: Lección 3 – La Familia</p> <p>Days: 15 Days</p> <p>Fall Semester:</p> <ul style="list-style-type: none"> November December <p>Spring Semester:</p> <ul style="list-style-type: none"> April May 	<p>Chapter</p> <ul style="list-style-type: none"> Lección 3 – La Familia <p>Resources</p> <ul style="list-style-type: none"> Descubre 1 Textbook Descubre 1 Textbook Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> Descubre 1 Online Textbook EdPuzzle Google Slides Presentations Reading/Writing Activities <ul style="list-style-type: none"> Descubre 1 Online Textbook Assignments Interactive Notebook Activities Dialogs Listening Activities <ul style="list-style-type: none"> Descubre 1 Online Textbook In-Class Listening Activities Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> FlipGrid Descubre 1 Online Textbook Assignments Grammar/Vocabulary Games <ul style="list-style-type: none"> Kahoot Quizizz Jamboard Boom Cards Bingo/Eye Spy/Taco Time/Chico Chile Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> YouTube 	<p>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.</p> <p>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.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>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.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions,</p>

SPANISH 1

	<ul style="list-style-type: none"> ○ EdPuzzle ○ Descubre 1 Online Textbook <ul style="list-style-type: none"> ■ Fotonovela ■ En Pantalla ■ Flash Cultura ■ Panorama Cultural Interactive Map ● Class Discussions on Cultural Topics ● Digital Resources & Web Based Learning <ul style="list-style-type: none"> ○ 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 <p>Content</p> <p>Vocabulary (3 Days)</p> <ul style="list-style-type: none"> ● Family ● Identifying People ● Professions & Occupations <p>Grammar (8 Days - 2 Days/Topic)</p> <ul style="list-style-type: none"> ● Descriptive Adjectives (3.1) ● Possessive Adjectives (3.2) ● Present Tense of “ER” & “IR” Ending Verbs (3.3) ● Present Tense of Tener & Venir (3.4) <p>Pronunciation (Built into each lesson)</p> <ul style="list-style-type: none"> ● Diphthongs & Linking <p>Lección 3 Test (1 Day)</p> <p>Culture (3 Days)</p> <ul style="list-style-type: none"> ● Spanish Last Names ● The Spanish Royal Family ● Ecuador 	<p>commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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.</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
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SPANISH 1

	<ul style="list-style-type: none"> Family Reunions 	
UNIT 4 : Lección 4 – Los Pasatiempos Days: 15 Days Fall Semester: <ul style="list-style-type: none"> December Spring Semester: <ul style="list-style-type: none"> May 	Chapter <ul style="list-style-type: none"> Lección 4 – Los Pasatiempos Resources <ul style="list-style-type: none"> Descubre 1 Textbook Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> Descubre 1 Online Textbook EdPuzzle Google Slides Presentations Reading/Writing Activities <ul style="list-style-type: none"> Descubre 1 Online Textbook Assignments Interactive Notebook Activities Dialogs Listening Activities <ul style="list-style-type: none"> Descubre 1 Online Textbook In-Class Listening Activities Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> FlipGrid Descubre 1 Online Textbook Assignments Grammar/Vocabulary Games <ul style="list-style-type: none"> Kahoot Quizizz Jamboard Boom Cards Bingo/Eye Spy/Taco Time/Chico Chile Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> YouTube EdPuzzle Descubre 1 Online Textbook <ul style="list-style-type: none"> Fotonovela En Pantalla Flash Cultura Panorama Cultural Interactive Map 	<p>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.</p> <p>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.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>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.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p>

SPANISH 1

	<ul style="list-style-type: none"> • Class Discussions on Cultural Topics • Digital Resources & Web Based Learning <ul style="list-style-type: none"> ◦ 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 <p>Content</p> <p>Vocabulary (3 Days)</p> <ul style="list-style-type: none"> • Pastimes • Sports • Places in the City <p>Grammar (6 Days)</p> <ul style="list-style-type: none"> • Present & Future Tense of IR (4.1) • Stem Changing Verbs (e-ie, o-ue, e-i) (4.2) • Verbs with Irregular “Yo” Forms (4.3) <p>Lección 4 Test (1 Day)</p> <p>Pronunciation (Built into each lesson)</p> <ul style="list-style-type: none"> • Word Stress & Accent Marks <p>Culture (5 Days)</p> <ul style="list-style-type: none"> • Soccer – Real Madrid & FC Barcelona • Sports • Mexico • Afro-Latinos 	<p>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.</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>

SPANISH 1

<p>UNIT 5: Lección 5 – Las Vacaciones</p> <p>Days: 15 Days</p> <p>Fall Semester:</p> <ul style="list-style-type: none"> January <p>Spring Semester:</p> <ul style="list-style-type: none"> June 	<p>Chapter:</p> <ul style="list-style-type: none"> Lección 5 – Las Vacaciones <p>Resources</p> <ul style="list-style-type: none"> Descubre 1 Textbook Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> Descubre 1 Online Textbook EdPuzzle Google Slides Presentations Reading/Writing Activities <ul style="list-style-type: none"> Descubre 1 Online Textbook Assignments Interactive Notebook Activities Dialogs Listening Activities <ul style="list-style-type: none"> Descubre 1 Online Textbook In-Class Listening Activities Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> FlipGrid Descubre 1 Online Textbook Assignments Grammar/Vocabulary Games <ul style="list-style-type: none"> Kahoot Quizizz Jamboard Boom Cards Bingo/Eye Spy/Taco Time/Chico Chile Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> YouTube EdPuzzle Descubre 1 Online Textbook <ul style="list-style-type: none"> Fotonovela En Pantalla Flash Cultura Panorama Cultural Interactive Map Class Discussions on Cultural Topics 	<p>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.</p> <p>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.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>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.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native</p>
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SPANISH 1

	<ul style="list-style-type: none"> ● Digital Resources & Web Based Learning <ul style="list-style-type: none"> ○ 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 <p>Content</p> <p>Vocabulary (5 Days)</p> <ul style="list-style-type: none"> ● Travel & Vacation ● Months of the Year ● Seasons and Weather ● Ordinal Numbers <p>Grammar (8 Days)</p> <ul style="list-style-type: none"> ● Estar with Conditions & Emotions (5.1) ● Present Progressive (5.2) ● Ser & Estar (5.3) ● Direct Object Nouns & Pronouns (5.4) <p>Pronunciation (Built into each lesson)</p> <ul style="list-style-type: none"> ● Spanish “B” & “V” <p>Culture (2 Days)</p> <ul style="list-style-type: none"> ● Iguazú Falls ● Punta del Este ● Puerto Rico 	<p>speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>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.</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>
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