Unit Title: Lección 2: La Tecnología

### Stage 1: Desired Results

### Standards & Indicators: Intermediate Low

<u>Interpretive Mode of Communication</u> - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

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

Performance Expectations

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

Interpersonal Mode of Communication - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

<u>Presentational Mode of Communication</u> - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

	Career Readiness, Life Literacies and Key Skills	3	
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	<ul> <li>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).</li> <li>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</li> </ul>	With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities.	
Critical Thinking and Problem-solving	<ul> <li>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</li> <li>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</li> </ul>	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	
Digital Citizenship	<ul><li>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).</li></ul>	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	analyze a variety of p change effects and de	cal. economic, cultural) may rs (e.g., SL.11-12.1., 1-2, HS-ETS1-4, H.IPERS.6,	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
Information and Media Literacy	<ul> <li>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)</li> <li>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</li> </ul>		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.
<ul> <li>Central Idea/Enduring Understanding:</li> <li>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>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.</li> </ul>			out technology and electronics? on expressions that people use telephone? Il phones across the

#### Content:

Vocabulary

- La Tecnologia (Technology)
- La Computadora (Computers and Electronics)
- El Carro (Parts of the Car)

Pronunciation/Spelling

- Accent marks to distinguish the meaning of words
- c (before e or i), s, and z

Grammar

- Familiar Commands (2.1)
- Prepositions: POR vs. PÁRA (2.2)
- Reciprocal Reflexives (2.3)
- Stressed Possessive Adjectives & Pronouns (2.4)

Culture

- Social Networks/Media
- Cyber Cafes
- Advancements in Technology
- Argentina

#### Skills(Objectives): I Can...

- Recognize words and expressions about technology, electronics, and the internet.
- Describe cars and their accessories.
- Recognize phrases related to giving instructions to a friend, through the Fotonovela video series.
- Recognize phrases related to talking on the phone, through the Fotonovela video series.
- Recognize common phrases in Spanish to reassure someone, through the Fotonovela video series.
- Differentiate words that have the same or similar spellings, by means of accent marks.
- Exchange some information with others about cell phone usage in Spanish-speaking countries.
- Identify some regional terms Spanish speakers use to talk about technology.
- Describe several different types of "bicimotos" (mopeds).
- Explain some details about text messaging in the Spanish-speaking world.
- Understand and Respond to orders or advice.
- Construct sentences and Ask questions about shared actions.
- Express possession.
- Used words borrowed from familiar languages to better understand a reading.
- Explain the message of a cartoon prepared for Spanish speakers.
- Make a list of key words to organize my writing.
- Write an informal message containing instructions, using chapter vocabulary and grammar.
- Recognize the genre of an audio recording.
- Understand the message of a radio announcement.
- Prepare my own radio announcement.
- Recognize the new gestures of a "new" technological development in a short video.
- Discuss the advantages and disadvantages of print vs. digital media.
- Describe some information about cybercafes in the Spanish-speaking world.
- Specify some details about technology in Peru.
- Discuss the advancements in technology/lack of technology in Spanish-speaking countries and its impact on society.
- Recognize and Understand some details about Argentina's geography, history, economy, and culture.
- Read, Summarize, & Discuss cultural articles and topics.

#### Interdisciplinary Connections:

English

• Connections that are evident in every chapter:

- i. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
- ii. Communicate in the present, past, future, and subjunctive tenses.
- 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. Used words borrowed from familiar languages to better understand a reading.
  - ii. Explain the message of a cartoon prepared for Spanish speakers.
- Complete writing assignments based on chapter themes.
  - i. Make a list of key words to organize my writing.
  - ii. Write an informal message containing instructions, using chapter vocabulary and grammar.
- Chapter Grammar Topics
  - i. Differentiate words that have the same or similar spellings, by means of accent marks.
  - ii. Understand and Respond to orders or advice.
  - iii. Construct sentences and Ask questions about shared actions.
  - iv. Express possession.

#### Math

Represent quantities.

#### Art/Music/Media

- Draw with various media.
- Listen to/Interpret songs, podcasts, and other material on the radio.
  - i. Recognize the genre of an audio recording.
  - ii. Understand the message of a radio announcement.
  - iii. Prepare my own radio announcement.
- View videos, ads, commercials, cartoons, TV programs, and interviews.
  - i. Fotonovela video series
  - ii. Explain the message of a cartoon prepared for Spanish speakers.
  - iii. Recognize the new gestures of a "new" technological development in a short video.
  - iv. Discuss the advantages and disadvantages of print vs. digital media.

#### Science/Technology

- Exchange some information with others about cell phone usage in Spanish-speaking countries.
- $\circ$   $\;$  Identify some regional terms Spanish speakers use to talk about technology.
- Describe some information about cybercafes in the Spanish-speaking world.
- Specify some details about technology in Peru.

#### History

- Learn about Spanish speaking countries.
  - i. Recognize and Understand some details about Argentina's geography, history, economy, and culture.
- Read and Discuss current events.
- Read, Summarize, & Discuss cultural articles and topics, including global issues.
  - i. Describe some information about cybercafes in the Spanish-speaking world.
  - ii. Specify some details about technology in Peru.
  - iii. Discuss the advancements in technology/lack of technology in Spanish-speaking countries and its impact on society.

Stage 2:	Assessment Evidence
Performance Task(s):	Other Evidence: <ul> <li>Vocabulary/Grammar Presentations &amp; Tutorials</li> </ul>
Quizzes • "Contextos" (Vocabulary) • Familiar Commands (2.1) • Prepositions: POR vs. PARA (2.2) • Reciprocal Reflexives (2.3) • Stressed Possessive Adjectives & Pronouns (2.4) Tests • Lección 2: La Tecnología Projects/Writing Assignments • Radio Announcement • "How-To" Instructional Video	<ul> <li>Vocabulary/Grammar Presentations &amp; Tutorials         <ul> <li>Descubre 2 Online Textbook</li> <li>EdPuzzle</li> <li>Google Sildes Presentations</li> <li>Guided Notes</li> </ul> </li> <li>Reading/Writing Activities         <ul> <li>Descubre 2 Online Textbook Assignments</li> <li>Interactive Notebook Activities</li> <li>Lectura (Reading) &amp; Escritura (Writing) Assignments</li> <li>Writing Prompts             <ul> <li>Open-ended Questions</li> <li>Dialogs, E-mails, Letters, Compositions/Essays, Newspaper/Magazine Articles, Interviews</li> </ul> </li> </ul> <li>Listening Activities         <ul> <li>Descubre 2 Online Textbook</li> <li>In-Class Listening Activities</li> <li>Partner/Speaking/Collaborative Activities</li> <li>FlipGrid</li> <li>Descubre 2 Online Textbook Assignments</li> </ul> </li> <li>Grammar/Vocabulary Games         <ul> <li>Kahoot</li> <li>Quizizz</li> <li>Jamboard</li> <li>Boom Cards</li> <li>Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> </ul> </li> <li>Culture/Grammar/Vocabulary Songs &amp; Videos         <ul> <li>YouTube</li> <li>EdPuzzle</li> <li>Descubre 2 Online Textbook</li> <li>Flash Cultura</li> <li>Panorama Cultural Interactive Map</li> </ul> </li> <li>Class Discussions on Cultural Topics</li> <li>Digital Resources &amp; Web Based Learning                 <ul> <li>Descubre 2 Online Textbook</li> <li>EdPuzzle</li> <li>Kahoot</li> <li>Duolingo</li> <li>Quizizz</li> <li>Boom Cards</li> <li>FlipGrid</li> <li></li></ul></li></li></ul>

Stago 3: Loarning Plan				
Stage 3: Learning Plan				
Learning Opportunities/Strategies:	Resources:			
<ul> <li>Project Based Learning</li> <li>Partner/Group Activities/Learning Centers</li> </ul>	2020 World Language Standards			
o Dialogs & Role Playing o TPR (Total Physical Response)	LGBT and Disabilities Law			
<ul> <li>o Discussions</li> <li>o Turn &amp; Talk</li> <li>o Think-Pair-Share</li> <li>o Jigsaw</li> <li>o Socrative Speed Dating</li> <li>o Oral Reading</li> <li>Grammar &amp; Vocabulary Games/Simulations</li> <li>o Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> <li>Open-Ended/Targeted Questioning/Cold Call</li> <li>Guided Notes</li> </ul>	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.			
<ul> <li>Culture/Grammar/Vocabulary Videos</li> <li>Web Based Learning</li> </ul>	GLSEN Educator Resources			
o Kahoot o Quizizz	Supporting LGBTQ Youth Resource List			
o EdPuzzle o Flipgrid	Respect Ability: Fighting Stigmas, Advancing Opportunities			
o Duolingo o Google (Classroom, Docs, Slides,	2020 Career Readiness, Life Literacies, and Life Skills			
Forms, Drawings, Maps, Tour Builder, Jamboard) o Quizlet	World Language Instructional Adaptations For Students With Diverse Needs			
o Padlet o Boom Cards	Web Based Learning			
<ul> <li>Do-Now &amp; Closure Activities</li> <li>Social/Emotional Learning</li> </ul>	www.duolingo.com			
o Interactive Writing/Journaling o Polling/Check-ins	www.flipgrid.com			
o Emotional Consistency o Celebrate Diversity	www.google.com			
o Practice Mindfulness o Discuss/Practice Empathy	www.padlet.com			
o Incorporate Art o Constructive Criticism	https://wow.boomlearning.com			
o Daily Greetings o Promote a Growth Mindset	www.edpuzzle.com			
o Behavior/Learning Contracts o Provide Immediate Feedback	www.kahoot.com			
o Peer Instruction <u>www.quizizz.com</u>				
<ul> <li>Analogies/Mnemonic Devices</li> <li>Modeling/Show &amp; Tell Lessons</li> </ul>				
<ul> <li>Interactive Notebook Activities/Maps</li> </ul>	www.quizlet.com			
<ul> <li>Choice Boards/Tiered Assignments/Scaffolding</li> <li>Outlines/Graphic Organizers/Timelines/Rubrics</li> <li>Formative &amp; Summative Assessments</li> <li>Comprehensible Input</li> </ul>	Descubre 2 Online Textbook			

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

High-Achioving	On Grade Level	Struggling Students	Special Needs/ELL
High-Achieving Students	Students	<ul> <li>Learning centers</li> </ul>	Learning centers
<ul> <li>Adjusted questioning</li> </ul>	<ul> <li>Independent/</li> </ul>	<ul> <li>Use of flashcards</li> </ul>	<ul> <li>Use of flashcards</li> </ul>
<ul> <li>Adjusted questioning techniques and higher</li> </ul>	<ul> <li>Independent/ Small group work</li> </ul>	<ul> <li>Ose of hashcards</li> <li>One on one coaching</li> </ul>	<ul> <li>One on one coaching with</li> </ul>
order questions.	<ul> <li>Learning centers</li> </ul>	<ul> <li>One on one coaching with a student, designed</li> </ul>	<ul> <li>One off one coaching with a student, designed around</li> </ul>
<ul> <li>Curriculum</li> </ul>	<ul> <li>Adjusted</li> </ul>	around his/her specific	his/her specific challenges
	-	•	<ul> <li>Mini lessons</li> </ul>
compacting	questioning	<ul><li>challenges</li><li>Mini lessons</li></ul>	
(Pre-assessment and	techniques and		Small groups designed     around student's strengths
alternative	higher order	<ul> <li>Small groups designed</li> </ul>	around student's strengths
assignments)	questions ● Curriculum	around student's	and weaknesses so that
Web-based Learning		strengths and	they can tutor each other
Independent Study	compacting	weaknesses so that they	Individualized remediation
<ul> <li>Personalized course</li> </ul>	(Pre-assessment	can tutor each other	and enrichment materials
packet with	and alternative	<ul> <li>Individualized</li> </ul>	Choice activities that
individualized	assignments)	remediation and enrichment materials	appeal to student
enrichment materials	Web-based		interests/Personally
Open ended	Learning ● Independent	<ul> <li>Continually assess and adjust contant to most</li> </ul>	relevant activities
<ul><li>questions</li><li>Varying sets of</li></ul>	<ul> <li>Independent Study</li> </ul>	adjust content to meet student's needs	<ul> <li>Continually assess and adjust content to meet</li> </ul>
<ul> <li>varying sets of reading</li> </ul>	<ul> <li>Personalized</li> </ul>	<ul> <li>Extended time on</li> </ul>	student's needs
0		<ul> <li>Extended time on activities/assessments</li> </ul>	<ul> <li>Extended time on</li> </ul>
comprehension	course packet with		
questions to answer	individualized	<ul> <li>Grade for content, not</li> </ul>	activities/assessments
Alternate homework	enrichment	spelling	Grade for content, not
<ul> <li>options</li> <li>Focus on accuracy</li> </ul>	materials	<ul> <li>Give directions through several channels:</li> </ul>	<ul><li>spelling</li><li>Give directions through</li></ul>
<ul> <li>Focus on accuracy</li> <li>Choice Boards/Tiered</li> </ul>	<ul> <li>Open ended</li> </ul>		<ul> <li>Give directions through several channels: auditory,</li> </ul>
	questions	auditory, visual, kinesthetic, model	visual, kinesthetic, model
Assignments/Scaffoldi	<ul> <li>Tiered</li> </ul>	<ul> <li>Use adapted</li> </ul>	<ul> <li>Use adapted</li> </ul>
<ul><li>ng</li><li>Assignments</li></ul>	assignments	<ul> <li>Use adapted text/worksheets</li> </ul>	text/worksheets
designed to meet the	<ul> <li>Adaptive</li> </ul>	Give immediate	Give immediate feedback
needs of native	assignments that	feedback	<ul> <li>Vary grouping</li> </ul>
speakers	get easier/harder	<ul> <li>Vary grouping</li> </ul>	arrangements: small, large,
speakers	depending on	arrangements: small,	individual
	how a student is	large, individual	<ul> <li>Utilize peer buddy system</li> </ul>
	performing	<ul> <li>Utilize peer buddy</li> </ul>	in cooperative learning
	<ul> <li>Varying sets of</li> </ul>	system in cooperative	<ul> <li>Vary presentation of</li> </ul>
	reading	learning	lessons: demonstrate,
	comprehension	<ul> <li>Vary presentation of</li> </ul>	verbal, written, audio/visual
	questions to	lessons: demonstrate,	learning aids
	answer	verbal, written,	<ul> <li>Use various techniques</li> </ul>
	<ul> <li>Focus on</li> </ul>	audio/visual learning	and materials to teach a
	accuracy	aids	lesson, based on students
	Choice	<ul> <li>Use various techniques</li> </ul>	functioning level
	Boards/Tiered	and materials to teach a	<ul> <li>Provide correctly</li> </ul>
	Assignments/Sca	lesson, based on	completed examples/Model
	ffolding	students functioning	assignments
	lioiding	level	<ul> <li>Provide frequent reviews of</li> </ul>
		<ul> <li>Provide correctly</li> </ul>	current concepts and
		completed examples	information taught
			intormation taught

### Unit Title: Lección 3: La Vivienda

# Stage 1: Desired Results

### Standards & Indicators: Intermediate Low

**Interpretive Mode of Communication** - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

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

Performance Expectations

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- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
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Career Readiness, Life Literacies and Key Skills				
Standard	Standard Performance Expectations			
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	<ul> <li>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).</li> <li>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</li> </ul>	With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities.		
Critical Thinking and Problem-solving	<ul> <li>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</li> <li>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</li> </ul>	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.		
Digital Citizenship	<ul><li>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).</li></ul>	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	<ul> <li>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,</li> <li>6.3.12.GeoGI.1, 7.1.IH.IPERS.6,</li> <li>7.1.IL.IPERS.7, 8.2.12.ETW.3).</li> </ul>	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)	In order for members of our society to participate productively, information needs to be shared accurately and ethically. Media have embedded values and points of view.		
	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).			

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.	
<ul> <li>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>Cultures: Learners use the language to investigate, explain, and reflect on the multiple purpose and and reflect on the</li> </ul>		• •		
<ul> <li>relationship between the practices and perspectives of the cultures studied.</li> <li>Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>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.</li> </ul>				
Content:		<u>Skills((</u>	<u>Objectives)</u> : I Can…	
<ul> <li>Vocabulary</li> <li>La Vivienda (The Hubber House, Rooms, Fur</li> <li>Los Quehaceres (Hubber El Comedor (Dining Setting/Appliances)</li> </ul>	ousehold Chores) Room/Table	• • •	others, through the Fo	ehold objects. hold chores. s to make recommendations to tonovela video series. lated to organizing work, through
<ul> <li>Pronunciation/Spelling</li> <li>Capital and Lower-Case Letters</li> <li>The letter "x"</li> </ul>		•	through the Fotonovel Capitalize Spanish wo	
The Present Subjur	des) Commands (3.2)	•	and colonial architectu Identify some regional talk about homes. Exchange some inform floating islands of Lake	re, as well as their cultural role. terms Spanish speakers use to nation with others about the e Titicaca. ue furniture pieces from the
Culture • El Patio Central (Th	e Central Patio)	•	Combine sentences th	at share a common element. ond to formal commands.

<ul> <li>C.</li> <li>d.</li> <li>D.</li> <li>us</li> <li>Id</li> <li>er</li> <li>D.</li> <li>ar</li> <li>E:</li> <li>S</li> <li>Id</li> <li>C.</li> <li>Ta</li> <li>of</li> <li>R</li> </ul>	riting. ompose an official agreement in Spanish, using lapter vocabulary and grammar. etermine specific details about an audio recording sing accompanying visual cues. entify different opinions on housing of characters hgaged in a conversation. escribe some details about the use of electrical opliances in the Spanish-speaking world. kplain the message of a commercial prepared for banish speakers. entify and Discuss some details about the "Museo asa Estudio Diego Rivera y Frida Kahlo." Ilk about the geography and some cultural highlights Panama. ead, Summarize, & Discuss cultural articles and pics.
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#### English

- Connections that are evident in every chapter:
  - i. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
  - ii. Communicate in the present, past, future, and subjunctive tenses.
  - 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 the main parts of a sentence in Spanish.
  - ii. Use the main parts of a sentence to better understand a reading selection.
- Complete writing assignments based on chapter themes.
  - i. Use linking words to create smooth transitions in my writing.
  - ii. Compose an official agreement in Spanish, using chapter vocabulary and grammar.
- Chapter Grammar Topics
  - i. Capitalize Spanish words correctly.
  - ii. Combine sentences that share a common element.
  - iii. Understand and Respond to formal commands.
  - iv. Express my attitude toward events that I consider uncertain.
  - v. Construct sentences that express will and influence.

#### Math

• Represent quantities.

#### Art/Music/Media

- Draw with various media.
- Listen to/Interpret songs, podcasts, and other material on the radio
- View videos, ads, commercials, TV programs, and interviews
  - i. Fotonovela video series
  - ii. Determine specific details about an audio recording using accompanying visual cues.
  - iii. Explain the message of a commercial prepared for Spanish speakers.
- Artists of the Spanish-speaking world
  - i. Identify and Discuss some details about the "Museo Casa Estudio Diego Rivera y Frida Kahlo."

#### History

- Learn about Spanish speaking countries.
  - i. Talk about the geography and some cultural highlights of Panama.
- Read and Discuss current events.
- Read, Summarize, & Discuss cultural articles and topics.
  - i. Talk about central patios and courtyards in Spanish and colonial architecture, as well as their cultural role.
  - ii. Exchange some information with others about the floating islands of Lake Titicaca.

Stage 2: Assessment Evidence				
Performance Task(s):	Other Evidence:			
	<ul> <li>Vocabulary/Grammar Presentations &amp; Tutorials</li> </ul>			
Quizzes	<ul> <li>Descubre 2 Online Textbook</li> </ul>			
<ul> <li>"Contextos" (Vocabulary)</li> </ul>	<ul> <li>○ EdPuzzle</li> </ul>			
<ul> <li>Relative Pronouns (3.1)</li> </ul>	<ul> <li>Google Slides Presentations</li> </ul>			
<ul> <li>Formal (Usted/Ustedes) Commands (3.2)</li> </ul>	<ul> <li>Guided Notes</li> </ul>			
<ul> <li>The Present Subjunctive (3.3)</li> </ul>	Reading/Writing Activities			
<ul> <li>The Present Subjunctive with Verbs of Will</li> </ul>	<ul> <li>Descubre 2 Online Textbook Assignments</li> </ul>			
and Influence (3.4)	<ul> <li>Interactive Notebook Activities</li> </ul>			
	<ul> <li>Lectura (Reading) &amp; Escritura (Writing)</li> </ul>			
Tests	Assignments			
Lección 3: La Vivienda	<ul> <li>Writing Prompts</li> </ul>			
	<ul> <li>Open-ended Questions</li> </ul>			
Projects/Writing Assignments	<ul> <li>Dialogs, E-mails, Letters,</li> </ul>			
<ul> <li>"La Casa de Mis Sueños"</li> </ul>	Compositions/Essays,			
Rental Agreement	Newspaper/Magazine Articles, Interviews			
	Listening Activities			
	<ul> <li>Descubre 2 Online Textbook</li> </ul>			
	<ul> <li>In-Class Listening Activities</li> </ul>			
	Partner/Speaking/Collaborative Activities			
	<ul> <li>FlipGrid</li> </ul>			
	<ul> <li>Descubre 2 Online Textbook Assignments</li> </ul>			
	Grammar/Vocabulary Games			
	○ Kahoot			
	○ Quizizz			
	∘ Jamboard			
	• Boom Cards			
	<ul> <li>Bingo/Eye Spy/Taco Time/Chico Chile/Minuto</li> </ul>			
	Loco/Dibujo Misterioso/Pictionary			
	Culture/Grammar/Vocabulary Songs & Videos			
	<ul> <li>YouTube</li> <li>□ □ □ □ □ □ □ □</li> </ul>			
	<ul> <li>EdPuzzle</li> </ul>			

	<ul> <li>Descubre 2 Online Textbook</li> <li>Fotonovela</li> <li>En Pantalla</li> <li>Flash Cultura</li> <li>Panorama Cultural Interactive Map</li> <li>Class Discussions on Cultural Topics</li> <li>Digital Resources &amp; Web Based Learning         <ul> <li>Descubre 2 Online Textbook</li> <li>EdPuzzle</li> <li>Kahoot</li> <li>Duolingo</li> <li>Quizizz</li> <li>Boom Cards</li> <li>FlipGrid</li> <li>Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>Padlet</li> <li>Boom Cards</li> </ul> </li> </ul>		
Stage 3	: Learning Plan		
Learning Opportunities/Strategies:	Resources:		
Project Based Learning     Bartner/Croup Activities/Learning Contern	2020 World Language Standards		
Partner/Group Activities/Learning Centers     Dialoga & Bola Playing			
<ul> <li>Dialogs &amp; Role Playing</li> <li>TPR (Total Physical Response)</li> </ul>	LGBT and Disabilities Law		
o IPR (Iotal Physical Response) o Discussions	LORT and Dischilling Low NLLOA, 404-05, 405 Altrauturf		
o Turn & Talk	LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of		
o Think-Pair-Share	education shall include instruction on the political, economic,		
o Jigsaw	and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place		
o Socrative Speed Dating	in the curriculum of middle school and high school students as		
o Oral Reading	part of the district's implementation of the New Jersey Student		
Grammar & Vocabulary Games/Simulations	Learning Standards (N.J.S.A.18A:35-4.36) A board of		
o Bingo/Eye Spy/Taco Time/Chico	education shall have policies and procedures in place		
Chile/Minuto Loco/Dibujo Misterioso	pertaining to the selection of instructional materials to		
Open-Ended/Targeted Questioning/Cold Call	implement the requirements of N.J.S.A. 18A:35-4.35.		
Guided Notes	,		
Culture/Grammar/Vocabulary Videos	GLSEN Educator Resources		
Web Based Learning			
o Kahoot	Supporting LGBTQ Youth Resource List		
o Quizizz			
o EdPuzzle	Respect Ability: Fighting Stigmas, Advancing Opportunities		
o Flipgrid			
o Duolingo	2020 Career Readiness, Life Literacies, and Life Skills		
<ul> <li>Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder,</li> </ul>			
Jamboard)	World Language Instructional Adaptations For Students With		
o Quizlet	Diverse Needs		
o Padlet	Web Based Learning		
o Boom Cards	web based Leanning		
Do-Now & Closure Activities	www.duolingo.com		
Social/Emotional Learning	www.ddoinigo.com		
o Interactive Writing/Journaling			

o Polling/Check-i		www.flipgrid.com	
o Emotional Consistency			
o Celebrate Diver	•	www.google.com	
o Practice Mindfu		www.padlet.com	
o Incorporate Art			
o Constructive Cr		https://wow.boomlearning.com	<u>1</u>
o Daily Greetings			
o Promote a Grov		www.edpuzzle.com	
o Behavior/Learn	ing Contracts		
o Provide Immed	iate Feedback	www.kahoot.com	
o Peer Instructior	1		
Analogies/Mnemonic Definition	evices	www.quizizz.com	
<ul> <li>Modeling/Show &amp; Tell L</li> </ul>			
Interactive Notebook Active		www.quizlet.com	
Choice Boards/Tiered A	•		
Outlines/Graphic Organ		Descubre 2 Online Textbook	
Formative & Summative			
Comprehensible Input			
Differentiation		I	
	have students with $504$	plans that require curricular acc	commodations are to refer to
Struggling and/or Special N			
	eeds Section for different		
High Appinying	On Grade Level	Struggling Studente	Special Needs/ELL
High-Achieving Students	Students	Struggling Students	
		<ul> <li>Learning centers</li> <li>Use of flashcards</li> </ul>	<ul><li>Learning centers</li><li>Use of flashcards</li></ul>
Adjusted questioning     techniques and higher	Independent/     Small group work		
techniques and higher	Small group work	One on one coaching     with a student, designed	One on one coaching with     a student, designed around
order questions.	Learning centers	with a student, designed	a student, designed around
Curriculum	Adjusted	around his/her specific	his/her specific challenges
compacting	questioning	challenges	Mini lessons
(Pre-assessment and	techniques and	Mini lessons	Small groups designed
alternative	higher order	Small groups designed	around student's strengths
assignments)	questions	around student's	and weaknesses so that
Web-based Learning	Curriculum	strengths and	they can tutor each other
<ul> <li>Independent Study</li> </ul>	compacting	weaknesses so that they	Individualized remediation
Personalized course	(Pre-assessment	can tutor each other	and enrichment materials
packet with	and alternative	Individualized	Choice activities that
individualized	assignments)	remediation and	appeal to student
enrichment materials	<ul> <li>Web-based</li> </ul>	enrichment materials	interests/Personally
<ul> <li>Open ended</li> </ul>	Learning	Continually assess and	relevant activities
questions	<ul> <li>Independent</li> </ul>	adjust content to meet	<ul> <li>Continually assess and</li> </ul>
<ul> <li>Varying sets of</li> </ul>	Study	student's needs	adjust content to meet
reading	<ul> <li>Personalized</li> </ul>	Extended time on	student's needs
comprehension	course packet	activities/assessments	Extended time on
questions to answer	with .	Grade for content, not	activities/assessments
Alternate homework	individualized	spelling	Grade for content, not
options	enrichment	• Give directions through	spelling
<ul> <li>Focus on accuracy</li> </ul>	materials	several channels:	Give directions through
Choice Boards/Tiered	<ul> <li>Open ended</li> </ul>	auditory, visual,	several channels: auditory,
Assignments/Scaffoldi	questions	kinesthetic, model	visual, kinesthetic, model
ng	<ul> <li>Tiered</li> </ul>	<ul> <li>Use adapted</li> </ul>	<ul> <li>Use adapted</li> </ul>
<ul> <li>Assignments</li> </ul>	assignments	text/worksheets	text/worksheets
designed to meet the	ussignments		Give immediate feedback
		1	

needs of native speakers	<ul> <li>Adaptive assignments that get easier/harder depending on how a student is performing</li> <li>Varying sets of reading comprehension questions to answer</li> <li>Focus on accuracy</li> <li>Choice Boards/Tiered Assignments/Sca ffolding</li> </ul>	<ul> <li>Give immediate feedback</li> <li>Vary grouping arrangements: small, large, individual</li> <li>Utilize peer buddy system in cooperative learning</li> <li>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>Provide correctly completed examples</li> <li>Provide frequent reviews of current concepts and information taught</li> <li>Break assignments into smaller tasks</li> <li>Use of memory aids/mnemonic devices</li> <li>Frequently check for understanding</li> <li>Re-teach and review requisite skills before introducing a new skill or concept</li> </ul>	<ul> <li>Vary grouping arrangements: small, large, individual</li> <li>Utilize peer buddy system in cooperative learning</li> <li>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>Provide correctly completed examples/Model assignments</li> <li>Provide frequent reviews of current concepts and information taught</li> <li>Break assignments into smaller tasks/Chunk</li> <li>Use of memory aids/mnemonic devices</li> <li>Use songs, music, and movement</li> <li>Frequently check for understanding</li> <li>Pre-teach vocabulary</li> <li>Re-teach and review requisite skills before introducing a new skill or concept</li> <li>Learning/Behavior</li> </ul>
	ffolding	<ul> <li>Provide correctly completed examples</li> </ul>	<ul><li>current concepts and information taught</li><li>Break assignments into</li></ul>
		of current concepts and information taught	<ul><li>Use drill and repetition</li><li>Use of memory</li></ul>
		smaller tasks <ul> <li>Use drill and repetition</li> </ul>	<ul> <li>Use songs, music, and movement</li> </ul>
		<ul><li>aids/mnemonic devices</li><li>Frequently check for</li></ul>	understanding <ul> <li>Pre-teach vocabulary</li> </ul>
		<ul> <li>Re-teach and review requisite skills before introducing a new skill or</li> </ul>	requisite skills before introducing a new skill or concept
		<ul> <li>Learning/Behavior Contracts</li> </ul>	Contracts <ul> <li>Web-based Learning</li> </ul>
		<ul> <li>Web-based Learning</li> <li>Alternate homework options (modify and limit superting)</li> </ul>	Alternate homework     options (modify and limit     questions)
		<ul> <li>questions)</li> <li>Choice Boards/Tiered Assignments/Scaffolding</li> </ul>	<ul> <li>Choice Boards/Tiered Assignments/Scaffolding</li> <li>Use games and simulations</li> </ul>
		<ul> <li>Use games and simulations</li> <li>Use TPR (Total Physical</li> </ul>	<ul> <li>Use TPR (Total Physical Response)</li> <li>Role playing,</li> </ul>
		<ul><li>Response)</li><li>Role playing, Dramatization, props for</li></ul>	<ul><li>Dramatization, props for dialogs</li><li>Interactive writing</li></ul>
		dialogs <ul> <li>Interactive writing</li> </ul>	<ul><li>Extended time</li><li>Provide visual aids</li></ul>
		<ul><li> Provide visual aids</li><li> Repeated directions</li><li> Differentiate based on</li></ul>	<ul> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> </ul>

	• word banks • • or translators,	Provide word banks Allow for translators, dictionaries
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Unit Title: Lección 4: La Naturaleza

# Stage 1: Desired Results

### Standards & Indicators: Intermediate Low

**Interpretive Mode of Communication** - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

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

Performance Expectations

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

**Interpersonal Mode of Communication** - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

<u>Presentational Mode of Communication</u> - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and 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	<ul> <li>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).</li> <li>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</li> </ul>	With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities.		
Critical Thinking and Problem-solving	<ul> <li>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</li> <li>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</li> </ul>	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.		

• 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Digital Citizenship	<ul><li>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).</li></ul>		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	<ul> <li>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).</li> </ul>		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	<ul> <li>9.4.12.IML.6: Use va produce and store info for different purposes sensitivity to cultural, (e.g., NJSLSA.SL5)</li> <li>9.4.12.IML.8: Evalua</li> </ul>	rious types of media to ormation on climate change	In order for members of our society to participate productively, information needs to be shared accurately and ethically. Media have embedded values and points of view.
Technology Literacy       9.4.12.TL.1: Assess d         features such as access		igital tools based on sibility options,capacities, plishing a specified task	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea/Enduring Und		Essential/Guiding Question:	
<ul> <li>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>Communities: Learners use the language both within and beyond the classroom to</li> </ul>			oout the environment? as beliefs and opinions? es of mountain ranges in South

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interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and		
advancement.		
Content:	Skills(Objectives): I Can	
<ul> <li>Vocabulary <ul> <li>La Naturaleza (Nature and Endangered Animals)</li> <li>El Medio Ambiente (The Environment and Ecology)</li> <li>El Reciclaje (Recycling)</li> <li>Ecoturismo (Conservation and Ecotourism)</li> </ul> </li> <li>Pronunciation/Spelling <ul> <li>Punctuation and Intonation</li> <li>I, II, and y.</li> </ul> </li> <li>Grammar <ul> <li>The Subjunctive with Verbs of Emotion (4.1)</li> <li>The Subjunctive with Doubt, Disbelief, and Denial (4.2)</li> <li>The Subjunctive with Conjunctions (4.3)</li> </ul> </li> <li>Culture <ul> <li>The Andes Mountains</li> <li>Costa Rican Nature and Ecotourism</li> <li>Colombia</li> <li>Fables &amp; Legends in Spanish speaking countries</li> <li>Global Challenges: Environmental Issues <ul> <li>Climate Change</li> <li>Reducing Environmental Waste through Recycling</li> <li>Preserving Nature through Conservation and Ecological Initiatives</li> </ul> </li> </ul></li></ul>	<ul> <li>Recognize some details about nature and the environment.</li> <li>Discuss environmental conservation.</li> <li>Recognize phrases related to talking about the environment, through the Fotonovela video series.</li> <li>Suggest some solutions to environmental problems.</li> <li>Use punctuation marks appropriately in Spanish.</li> <li>Exchange some information with others about the Andes mountain range.</li> <li>Distinguish between some regional terms Spanish speakers use to talk about nature.</li> <li>Specify several facts about the Sierra Nevada de Santa Marta in Colombia.</li> <li>Identify some important lakes in Latin America.</li> <li>Talk about people's feelings and emotions.</li> <li>Express doubt, disbelief, denial, and uncertainty.</li> <li>Recognize the author's purpose in a reading selection.</li> <li>Identify the message in fables.</li> <li>Write a letter or article in Spanish, defining the right audience and purpose of my writing.</li> <li>Use previous knowledge about the topic of an audio recording to determine unfamiliar words and ideas.</li> <li>Identify the main ideas of a public speech.</li> <li>Talk about Argentine journalist Victor Sueiro.</li> <li>Explain the message of a commercial prepared for Spanish speakers.</li> <li>Discuss ways to protect the environment.</li> <li>Describe some details about nature reserves in Central America.</li> <li>Exchange some information with others about nature and ecotourism in Costa Rica.</li> <li>Recognize and Understand some details about Colombia's geography, history, and culture.</li> <li>Read, Summarize, &amp; Discuss cultural articles and topics.</li> </ul>	
<ul> <li>English         <ul> <li>Connections evident in every chapter:                 <ul></ul></li></ul></li></ul>		

<ul> <li>vi. Ask and answer questions.</li> <li>vi. Read (Summarize, &amp; Discuss cultural articles and topics.</li> <li>Reading Comprehension</li> <li>Recognize the author's purpose in a reading selection.</li> <li>ii. Identify the message in fables.</li> <li>iii. Identify the message in fables.</li> <li>iii. Identify the main (deas of a public speech.</li> <li>Complete writing assignments based on chapter themes.</li> <li>I. Write a letter or article in Spanish, defining the right audience and purpose of my writing.</li> <li>Chapter Grammar Topics</li> <li>I. Use punctuation marks appropriately in Spanish.</li> <li>iii. Express doubt, disbelief, denial, and uncertainty.</li> <li>Math         <ul> <li>Represent quantities.</li> <li>Art/Music/Media</li> <li>Draw with various media.</li> <li>Listen to/Interpret songs, audio recordings, podcasts, and other material on the radio                 <ul></ul></li></ul></li></ul>					
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<ul> <li>Read, Summarize, &amp; Discuss cultural articles and topics.</li> <li>Stage 2: Assessment Evidence</li> <li>Performance Task(s):</li> <li>Quizzes         <ul> <li>"Contextos" (Vocabulary)</li> <li>The Subjunctive with Verbs of Emotion (4.1)</li> <li>The Subjunctive with Doubt, Disbelief, and Denial (4.2)</li> </ul> </li> <li>Reading/Writing Activities         <ul> <li>Descubre 2 Online Textbook Assignments</li> </ul> </li> </ul>					
Stage 2: Assessment Evidence         Performance Task(s):       Other Evidence:         Quizzes       • Vocabulary/Grammar Presentations & Tutorials         • "Contextos" (Vocabulary)       • Descubre 2 Online Textbook         • The Subjunctive with Verbs of Emotion (4.1)       • Google Slides Presentations         • The Subjunctive with Doubt, Disbelief, and Denial (4.2)       • Reading/Writing Activities					
Performance Task(s):       Other Evidence:         Quizzes       • Vocabulary/Grammar Presentations & Tutorials         • "Contextos" (Vocabulary)       • Descubre 2 Online Textbook         • The Subjunctive with Verbs of Emotion (4.1)       • Google Slides Presentations         • The Subjunctive with Doubt, Disbelief, and Denial (4.2)       • Reading/Writing Activities			, , , <b>F</b>		
Performance Task(s):       Other Evidence:         Quizzes       • Vocabulary/Grammar Presentations & Tutorials         • "Contextos" (Vocabulary)       • Descubre 2 Online Textbook         • The Subjunctive with Verbs of Emotion (4.1)       • Google Slides Presentations         • The Subjunctive with Doubt, Disbelief, and Denial (4.2)       • Reading/Writing Activities			Stago 2: Assessment Evidence		
<ul> <li>Vocabulary/Grammar Presentations &amp; Tutorials         <ul> <li>Vocabulary/Grammar Presentations &amp; Tutorials</li> <li>Descubre 2 Online Textbook</li> <li>EdPuzzle</li> <li>Google Slides Presentations</li> <li>Guided Notes</li> </ul> </li> <li>The Subjunctive with Doubt, Disbelief, and Denial (4.2)</li> <li>Vocabulary/Grammar Presentations &amp; Tutorials</li> <li>Descubre 2 Online Textbook</li> <li>EdPuzzle</li> <li>Google Slides Presentations</li> <li>Guided Notes</li> </ul> <li>Reading/Writing Activities         <ul> <li>Descubre 2 Online Textbook Assignments</li> </ul> </li>					
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<ul> <li>(4.1)</li> <li>The Subjunctive with Doubt, Disbelief, and Denial (4.2)</li> <li>Guided Notes</li> <li>Reading/Writing Activities</li> <li>Descubre 2 Online Textbook Assignments</li> </ul>					
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and Denial (4.2) <ul> <li>Descubre 2 Online Textbook Assignments</li> </ul>	•	,			

Tests • Lección 4: La Naturaleza Projects/Writing Assignments • Environmental Issue & Solution Project • Un Viaje a Colombia	<ul> <li>Lectura (Reading) &amp; Escritura (Writing) Assignments</li> <li>Writing Prompts         <ul> <li>Open-ended Questions</li> <li>Dialogs, E-mails, Letters, Compositions/Essays, Newspaper/Magazine Articles, Interviews</li> </ul> </li> <li>Listening Activities         <ul> <li>Descubre 2 Online Textbook</li> <li>In-Class Listening Activities</li> </ul> </li> <li>Peartner/Speaking/Collaborative Activities</li> <li>FlipGrid</li> <li>Descubre 2 Online Textbook Assignments</li> <li>Grammar/Vocabulary Games         <ul> <li>Kahoot</li> <li>Quizizz</li> <li>Jamboard</li> <li>Boom Cards</li> <li>Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> </ul> </li> <li>Culture/Grammar/Vocabulary Songs &amp; Videos         <ul> <li>YouTube</li> <li>EdPuzzle</li> <li>Descubre 2 Online Textbook</li> <li>Flash Cultura</li> <li>Panorama Cultural Interactive Map</li> </ul> </li> <li>Class Discussions on Cultural Topics</li> <li>Digital Resources &amp; Web Based Learning</li> <li>Descubre 2 Online Textbook</li> <li>EdPuzzle</li> <li>Kahoot</li> <li>Eulyzze</li> <li>Boom Cards</li> <li>ElpOrid</li> <li>Ousingo</li> <li>Quizizz</li> <li>Boom Cards</li> <li>Elpusting</li> <li>Descubre 2 Online Textbook</li> <li>EdPuzzle</li> <li>Kahoot</li> <li>Duolingo</li> <li>Quizizz</li> <li>Boom Cards</li> <li>FlipGrid</li> <li>Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>Padlet</li> <li>Boom Cards</li> </ul>
Stage 3	3: Learning Plan
Learning Opportunities/Strategies:	Resources:
<ul> <li>Project Based Learning</li> <li>Partner/Group Activities/Learning Centers         <ul> <li>Dialogs &amp; Role Playing</li> <li>TPR (Total Physical Response)</li> </ul> </li> </ul>	2020 World Language Standards LGBT and Disabilities Law
o Discussions o Turn & Talk o Think-Pair-Share o Jigsaw	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,

<ul> <li>o Socrative Speed Dating         <ul> <li>o Oral Reading</li> </ul> </li> <li>Grammar &amp; Vocabulary Games/Simulations         <ul> <li>o Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> </ul> </li> <li>Open-Ended/Targeted Questioning/Cold Call</li> <li>Guided Notes</li> </ul>	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.
Culture/Grammar/Vocabulary Videos	
Web Based Learning	GLSEN Educator Resources
o Kahoot	
o Quizizz	Supporting LGBTQ Youth Resource List
o EdPuzzle	
o Flipgrid	Respect Ability: Fighting Stigmas, Advancing Opportunities
o Duolingo	
o Google (Classroom, Docs, Slides,	2020 Career Readiness, Life Literacies, and Life Skills
Forms, Drawings, Maps, Tour Builder,	
Jamboard)	World Language Instructional Adaptations For Students With
o Quizlet	Diverse Needs
o Padlet	
o Boom Cards	Web Based Learning
Do-Now & Closure Activities	Ŭ
Social/Emotional Learning	www.duolingo.com
o Interactive Writing/Journaling	
o Polling/Check-ins	www.flipgrid.com
o Emotional Consistency	
o Celebrate Diversity	www.google.com
o Practice Mindfulness	
o Discuss/Practice Empathy	www.padlet.com
o Incorporate Art	· · · · · · · · · · · · · · · · · · ·
o Constructive Criticism	https://wow.boomlearning.com
o Daily Greetings	
o Promote a Growth Mindset	www.edpuzzle.com
o Behavior/Learning Contracts	
o Provide Immediate Feedback	www.kahoot.com
o Peer Instruction	
Analogies/Mnemonic Devices	www.quizizz.com
<ul> <li>Modeling/Show &amp; Tell Lessons</li> </ul>	· · · · · · · · · · · · · · · · · · ·
<ul> <li>Interactive Notebook Activities/Maps</li> </ul>	www.quizlet.com
Choice Boards/Tiered Assignments/Scaffolding	· · · · · · · · · · · · · · · · · · ·
Outlines/Graphic Organizers/Timelines/Rubrics	Descubre 2 Online Textbook
<ul> <li>Formative &amp; Summative Assessments</li> </ul>	
Comprehensible Input	
Differentiation	1

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

High-Achieving On Grade Level		Struggling Students	Special Needs/ELL
Students	Students	<ul> <li>Learning centers</li> </ul>	<ul> <li>Learning centers</li> </ul>
<ul> <li>Adjusted questioning techniques and higher order questions.</li> </ul>	<ul><li>Independent/ Small group work</li><li>Learning centers</li></ul>	<ul> <li>Use of flashcards</li> <li>One on one coaching with a student, designed</li> </ul>	<ul> <li>Use of flashcards</li> <li>One on one coaching with a student, designed around his/her specific challenges</li> </ul>

<ul> <li>Curriculum compacting (Pre-assessment and alternative assignments)</li> <li>Web-based Learning</li> <li>Independent Study</li> <li>Personalized course packet with individualized enrichment materials</li> <li>Open ended questions</li> <li>Varying sets of reading comprehension questions to answer</li> <li>Alternate homework options</li> <li>Focus on accuracy</li> <li>Choice Boards/Tiered Assignments/Scaffoldi ng</li> <li>Assignments designed to meet the needs of native speakers</li> <li>Open ended questions to answer</li> <li>Adjusted questions</li> <li>Uapendent Study</li> <li>Personalized course packet with individualized enrichment materials</li> <li>Open ended questions</li> <li>Tiered assignments</li> <li>Adjusted questions</li> <li>Uapendent Study</li> <li>Personalized course packet with individualized enrichment materials</li> <li>Open ended questions to ansignments that get easier/harder depending on how a student is performing</li> <li>Varying sets of reading comprehension questions to answer</li> <li>Focus on accuracy</li> <li>Choice Boards/Tiered Assignments/Sca folding</li> </ul>	<ul> <li>around his/her specific challenges</li> <li>Mini lessons</li> <li>Small groups designed around student's strengths and weaknesses so that they can tutor each other</li> <li>Individualized remediation and enrichment materials</li> <li>Continually assess and adjust content to meet student's needs</li> <li>Extended time on activities/assessments</li> <li>Grade for content, not spelling</li> <li>Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>Use adapted text/worksheets</li> <li>Give immediate feedback</li> <li>Vary grouping arrangements: small, large, individual</li> <li>Utilize peer buddy system in cooperative learning</li> <li>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>Provide correctly completed examples</li> <li>Provide frequent reviews of current concepts and information taught</li> <li>Break assignments into smaller tasks</li> <li>Use of memory aids/mnemonic devices</li> </ul>	<ul> <li>Mini lessons</li> <li>Small groups designed around student's strengths and weaknesses so that they can tutor each other</li> <li>Individualized remediation and enrichment materials</li> <li>Choice activities that appeal to student interests/Personally relevant activities</li> <li>Continually assess and adjust content to meet student's needs</li> <li>Extended time on activities/assessments</li> <li>Grade for content, not spelling</li> <li>Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>Use adapted text/worksheets</li> <li>Give immediate feedback</li> <li>Vary grouping arrangements: small, large, individual</li> <li>Utilize peer buddy system in cooperative learning</li> <li>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>Provide correctly completed examples/Model assignments</li> <li>Provide frequent reviews of current concepts and information taught</li> <li>Break assignments into smaller tasks/Chunk</li> <li>Use of memory aids/mnemonic devices</li> <li>Use songs, music, and movement</li> <li>Frequently check for understanding</li> <li>Pre-teach vocabulary</li> </ul>

• Frequently abook for	Re-teach and review
<ul> <li>Frequently check for understanding</li> </ul>	
<ul> <li>Re-teach and review</li> </ul>	requisite skills before introducing a new skill or
<ul> <li>requisite skills before</li> </ul>	concept
introducing a new skill or	
concept	<ul> <li>Learning/Behavior Contracts</li> </ul>
<ul> <li>Learning/Behavior</li> </ul>	Web-based Learning
Contracts	<ul> <li>Alternate homework</li> </ul>
<ul> <li>Web-based Learning</li> </ul>	• Alternate homework options (modify and limit
<ul> <li>Alternate homework</li> </ul>	questions)
• Alternate nonework options (modify and limit	Choice Boards/Tiered
questions)	Assignments/Scaffolding
<ul> <li>Choice Boards/Tiered</li> </ul>	<ul> <li>Use games and simulations</li> </ul>
Assignments/Scaffolding	<ul> <li>Use TPR (Total Physical</li> </ul>
<ul> <li>Use games and</li> </ul>	Response)
simulations	<ul> <li>Role playing,</li> </ul>
<ul> <li>Use TPR (Total Physical</li> </ul>	Dramatization, props for
Response)	dialogs
<ul> <li>Role playing,</li> </ul>	<ul> <li>Interactive writing</li> </ul>
Dramatization, props for	Extended time
dialogs	Provide visual aids
<ul> <li>Interactive writing</li> </ul>	Repeated directions
<ul> <li>Provide visual aids</li> </ul>	Differentiate based on
<ul> <li>Repeated directions</li> </ul>	proficiency
<ul> <li>Differentiate based on</li> </ul>	Provide word banks
proficiency	Allow for translators,
<ul> <li>Provide word banks</li> </ul>	dictionaries
<ul> <li>Allow for translators,</li> </ul>	
dictionaries	

### Unit Title: Lección 5: En la Ciudad

# **Stage 1: Desired Results**

### Standards & Indicators: Intermediate Low

Interpretive Mode of Communication - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

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

Performance Expectations

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

• 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

**Interpersonal Mode of Communication** - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

<u>Presentational Mode of Communication</u> - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and 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	

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Creativity and Innovation	<ul> <li>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).</li> <li>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement,</li> </ul>	With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities.
	and transition (e.g., 2.1.12.PGD.1).	
Critical Thinking and Problem-solving	<ul> <li>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</li> <li>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</li> </ul>	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
Digital Citizenship	<ul><li>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).</li></ul>	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	<ul> <li>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,</li> <li>6.3.12.GeoGI.1, 7.1.IH.IPERS.6,</li> <li>7.1.IL.IPERS.7, 8.2.12.ETW.3).</li> </ul>	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	<ul> <li>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)</li> <li>9.4.12.IML.8: Evaluate media sources for point</li> </ul>	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.
	of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	
Technology Literacy	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Central Idea/Enduring Understanding:	Essential/Guiding Question:	
<ul> <li>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>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.</li> </ul>	<ul> <li>How do people give advice to each other?</li> <li>How do people talk about errands and getting around the city?</li> <li>What are some interesting features of cities in the Spanish speaking world?</li> </ul>	
Content:	Skills(Objectives): I Can	
<ul> <li>Vocabulary <ul> <li>En la Ciudad (In the City)</li> <li>En el Banco (At the Bank)</li> <li>En el Correo (At the Post Office)</li> <li>Las Tiendas (Stores)</li> <li>Cómo Llegar (Directions)</li> </ul> </li> <li>Pronunciations/Spelling <ul> <li>Abbreviations</li> <li>m and n</li> </ul> </li> <li>Grammar <ul> <li>The Subjunctive in Adjective Clauses (5.1)</li> <li>Nosotros/as Commands (5.2)</li> <li>Past Participles as Adjectives (5.3)</li> </ul> </li> <li>Culture <ul> <li>The Subway System &amp; Public Transportation in Spanish speaking countries</li> <li>Venezuela</li> </ul> </li> </ul>	<ul> <li>Identify popular businesses and their locations in a city.</li> <li>Talk about banking.</li> <li>Talk about basic interactions at the post office.</li> <li>Recognize expressions to ask for and give directions, through the Fotonovela video series.</li> <li>Recognize phrases related to running errands, through the Fotonovela video series.</li> <li>Recognize expressions to ask someone for a favor, through the Fotonovela video series.</li> <li>Recognize phrases related to talking about deadlines, through the Fotonovela video series.</li> <li>Recognize phrases related to talking about deadlines, through the Fotonovela video series.</li> <li>Request and Provide directions in a neighborhood.</li> <li>Construct basic sentences using common Spanish abbreviations.</li> <li>Describe some information about transportation in a city.</li> <li>Identify several regional terms Spanish speakers use to talk about transportation.</li> <li>Exchange some information with others about Mexican architect Luis Barragan.</li> <li>Mention the nicknames for several cities in the Spanish-speaking world.</li> <li>Indicate the existence of someone or something that is uncertain.</li> <li>Give and Respond to commands given to a group that includes me.</li> </ul>	

	Identify the narrator's point of view in a reading
	selection.
	<ul> <li>Read a short story in Spanish and give my opinions about it.</li> </ul>
	<ul> <li>Write an email in Spanish, avoiding redundancies.</li> </ul>
	Determine specific details in a conversation between
	two friends in an audio recording.
	<ul> <li>Talk about how busy people connect and communicate</li> </ul>
	<ul> <li>with each other.</li> <li>Explain the attitudes of the characters in a commercial</li> </ul>
	prepared for Spanish speakers.
	<ul> <li>Describe some details about Mexico City's subway</li> </ul>
	system and its cultural role.
	Recognize and Understand some information about
	<ul> <li>Venezuela's history, geography, and economy.</li> <li>Read, Summarize, &amp; Discuss cultural articles and</li> </ul>
	topics.
Interdiscipli	inary Connections:
English	
	<ul> <li>Connections evident in every chapter:</li> <li>i. Construct grammatically correct sentences with subject/verb, noun/article, and</li> </ul>
	<ol> <li>Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.</li> </ol>
	ii. Communicate in the present, past, future, and subjunctive tenses.
	iii. Expand vocabulary.
	iv. Compare/Contrast language.
	v. Read/Respond to different types of literature.
	<ul> <li>vi. Ask and answer questions.</li> <li>vii. Read, Summarize, &amp; Discuss cultural articles and topics.</li> </ul>
	<ul> <li>Reading Comprehension</li> </ul>
	i. Identify the narrator's point of view in a reading selection.
	ii. Read a short story in Spanish and give my opinions about it.
	<ul> <li>Complete writing assignments based on chapter themes.</li> </ul>
	<ul> <li>Write an email in Spanish, avoiding redundancies.</li> <li>Chapter Grammar Topics</li> </ul>
	<ul> <li>Chapter Grammar Topics</li> <li>Construct basic sentences using common Spanish abbreviations.</li> </ul>
	ii. Indicate the existence of someone or something that is uncertain.
	iii. Give and Respond to commands given to a group that includes me
Math	
	<ul> <li>Represent quantities.</li> <li>Talk about banking.</li> </ul>
Art/Music/Me	edia
	<ul> <li>Draw with various media.</li> </ul>
	<ul> <li>Listen to/Interpret songs, podcasts, and other material on the radio</li> </ul>
	<ul> <li>View videos, ads, commercials, TV programs, and interviews</li> <li>i. Fotonovela video series</li> </ul>
	<ul> <li>i. Fotonovela video series</li> <li>ii. Determine specific details in a conversation between two friends in an audio recording.</li> </ul>
	iii. Explain the attitudes of the characters in a commercial prepared for Spanish speakers.
	<ul> <li>Exchange some information with others about Mexican architect Luis Barragan.</li> </ul>
History	
	<ul> <li>Learn about Spanish speaking countries.</li> </ul>

- i. Recognize and Understand some information about Venezuela's history, geography, and economy. Read and Discuss current events. 0 Read, Summarize, & Discuss cultural articles and topics. 0 Describe some details about Mexico City's subway system and its cultural role. i. Stage 2: Assessment Evidence **Performance Task(s): Other Evidence:** • Vocabulary/Grammar Presentations & Tutorials Quizzes Descubre 2 Online Textbook 0 "Contextos" (Vocabulary) 0 EdPuzzle • The Subjunctive in Adjective Clauses (5.1) **Google Slides Presentations** 0 • Nosotros/as Commands (5.2) **Guided Notes** • 0 Past Participles as Adjectives (5.3) • Reading/Writing Activities • Descubre 2 Online Textbook Assignments Tests 0 Interactive Notebook Activities Lección 5: En la Ciudad • Lectura (Reading) & Escritura (Writing) • Assignments Writing Prompts **Projects/Writing Assignments** 0 Map/Directions Project **Open-ended Questions** . Dialogs, E-mails, Letters, Compositions/Essays, Newspaper/Magazine Articles, Interviews Listening Activities Descubre 2 Online Textbook 0 0 In-Class Listening Activities Partner/Speaking/Collaborative Activities FlipGrid • Descubre 2 Online Textbook Assignments Grammar/Vocabulary Games Kahoot 0 • Quizizz o Jamboard 0 Boom Cards Bingo/Eye Spy/Taco Time/Chico Chile/Minuto 0 Loco/Dibujo Misterioso Culture/Grammar/Vocabulary Songs & Videos • YouTube • EdPuzzle Descubre 2 Online Textbook Fotonovela En Pantalla . Flash Cultura Panorama Cultural Interactive Map -**Class Discussions on Cultural Topics Digital Resources & Web Based Learning** • Descubre 2 Online Textbook  $\circ$ EdPuzzle 0 Kahoot • Duolingo Quizizz 0
  - Boom Cards

			<ul> <li>FlipGrid</li> <li>Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>Padlet</li> <li>Boom Cards</li> </ul>
		Stage 3	B: Learning Plan
Lea	arning (	<u> Dpportunities/Strategies:</u>	Resources:
•	Partner o o o o o o o o	Based Learning r/Group Activities/Learning Centers Dialogs & Role Playing TPR (Total Physical Response) Discussions Turn & Talk Think-Pair-Share Jigsaw Socrative Speed Dating Oral Reading har & Vocabulary Games/Simulations	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
•	o Open-E Guided	Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso Ended/Targeted Questioning/Cold Call Notes	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.
•		/Grammar/Vocabulary Videos	GLSEN Educator Resources
•	Web Ba	ased Learning Kahoot	
	0	Quizizz	Supporting LGBTQ Youth Resource List
	0	EdPuzzle	Respect Ability: Fighting Stigmas, Advancing Opportunities
	о	Flipgrid	
	0	Duolingo	2020 Career Readiness, Life Literacies, and Life Skills
	0	Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)	<u>World Language Instructional Adaptations For Students With</u> <u>Diverse Needs</u>
	0 0 0	Quizlet Padlet Boom Cards	Web Based Learning
•		w & Closure Activities	www.duolingo.com
•		Emotional Learning	
	0	Interactive Writing/Journaling	www.flipgrid.com
	0	Polling/Check-ins Emotional Consistency	
	0 0	Celebrate Diversity	www.google.com
	0	Practice Mindfulness	www.padlet.com
	0	Discuss/Practice Empathy	www.padiot.com
	о	Incorporate Art	https://wow.boomlearning.com
	0	Constructive Criticism	
	0	Daily Greetings	www.edpuzzle.com
	0	Promote a Growth Mindset	
	0 0	Behavior/Learning Contracts Provide Immediate Feedback	www.kahoot.com
	0	Peer Instruction	www.quizizz.com
•	-	ies/Mnemonic Devices	

<ul> <li>Modeling/Show &amp; Tell Li</li> <li>Interactive Notebook Ac</li> <li>Choice Boards/Tiered A</li> <li>Outlines/Graphic Organ</li> <li>Formative &amp; Summative</li> <li>Comprehensible Input</li> </ul>	tivities/Maps ssignments/Scaffolding izers/Timelines/Rubrics	www.quizlet.com Descubre 2 Online Textbook	
<ul> <li>Differentiation</li> <li>*Please note: Teachers who Struggling and/or Special National Students</li> <li>Adjusted questioning techniques and higher order questions.</li> <li>Curriculum compacting (Pre-assessment and alternative assignments)</li> <li>Web-based Learning</li> <li>Independent Study</li> <li>Personalized course packet with individualized enrichment materials</li> <li>Open ended questions</li> <li>Varying sets of reading comprehension questions to answer</li> <li>Alternate homework options</li> <li>Focus on accuracy</li> <li>Choice Boards/Tiered Assignments designed to meet the needs of native speakers</li> </ul>		<ul> <li>plans that require curricular accitation</li> <li>Struggling Students</li> <li>Learning centers</li> <li>Use of flashcards</li> <li>One on one coaching with a student, designed around his/her specific challenges</li> <li>Mini lessons</li> <li>Small groups designed around student's strengths and weaknesses so that they can tutor each other</li> <li>Individualized remediation and enrichment materials</li> <li>Continually assess and adjust content to meet student's needs</li> <li>Extended time on activities/assessments</li> <li>Grade for content, not spelling</li> <li>Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>Use adapted text/worksheets</li> <li>Give immediate feedback</li> <li>Vary grouping arrangements: small, large, individual</li> <li>Utilize peer buddy system in cooperative learning</li> <li>Vary presentation of lessons: demonstrate, verbal, written,</li> </ul>	<ul> <li>Special Needs/ELL</li> <li>Learning centers</li> <li>Use of flashcards</li> <li>One on one coaching with a student, designed around his/her specific challenges</li> <li>Mini lessons</li> <li>Small groups designed around student's strengths and weaknesses so that they can tutor each other</li> <li>Individualized remediation and enrichment materials</li> <li>Choice activities that appeal to student interests/Personally relevant activities</li> <li>Continually assess and adjust content to meet student's needs</li> <li>Extended time on activities/assessments</li> <li>Grade for content, not spelling</li> <li>Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>Use adapted text/worksheets</li> <li>Give immediate feedback</li> <li>Vary grouping arrangements: small, large, individual</li> <li>Utilize peer buddy system in cooperative learning</li> <li>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>Use various techniques</li> </ul>
	<ul> <li>Focus on accuracy</li> </ul>	audio/visual learning aids	and materials to teach a

Choice Boards/Tiered Assignments/Sca ffolding	<ul> <li>Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>Provide correctly completed examples</li> <li>Provide frequent reviews of current concepts and information taught</li> <li>Break assignments into smaller tasks</li> <li>Use drill and repetition</li> <li>Use of memory aids/mnemonic devices</li> <li>Frequently check for understanding</li> <li>Re-teach and review requisite skills before introducing a new skill or concept</li> <li>Learning/Behavior Contracts</li> <li>Web-based Learning</li> <li>Alternate homework options (modify and limit questions)</li> <li>Choice Boards/Tiered Assignments/Scaffolding</li> </ul>	<ul> <li>lesson, based on students functioning level</li> <li>Provide correctly completed examples/Model assignments</li> <li>Provide frequent reviews of current concepts and information taught</li> <li>Break assignments into smaller tasks/Chunk</li> <li>Use drill and repetition</li> <li>Use of memory aids/mnemonic devices</li> <li>Use songs, music, and movement</li> <li>Frequently check for understanding</li> <li>Pre-teach vocabulary</li> <li>Re-teach and review requisite skills before introducing a new skill or concept</li> <li>Learning/Behavior Contracts</li> <li>Web-based Learning</li> <li>Alternate homework options (modify and limit questions)</li> <li>Choice Boards/Tiered</li> </ul>
	aids/mnemonic devices	movement
	<ul> <li>Re-teach and review</li> </ul>	Pre-teach vocabulary
	-	
	-	-
	-	-
		0
	Assignments/Scaffolding	<ul> <li>Choice Boards/Tiered</li> </ul>
	<ul> <li>Use games and</li> </ul>	Assignments/Scaffolding
	simulations	Use games and simulations
	Use TPR (Total Physical	Use TPR (Total Physical
	Response)	Response)
	<ul> <li>Role playing, Dramatization, props for</li> </ul>	<ul> <li>Role playing, Dramatization, props for</li> </ul>
	dialogs	dialogs
	<ul> <li>Interactive writing</li> </ul>	<ul> <li>Interactive writing</li> </ul>
	Provide visual aids	Extended time
	Repeated directions	Provide visual aids
	Differentiate based on	Repeated directions
	<ul><li>proficiency</li><li>Provide word banks</li></ul>	<ul> <li>Differentiate based on proficiency</li> </ul>
	<ul> <li>Allow for translators,</li> </ul>	<ul> <li>Provide word banks</li> </ul>
	dictionaries	<ul> <li>Allow for translators,</li> </ul>
		dictionaries

# Pacing Guide

Course Name	Content/Resources	Standards
UNIT 1: Lección 2: La Tecnología Days: 23 Days	<ul> <li>Chapter</li> <li>Lección 2: La Tecnología</li> </ul>	7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio,
	Resources	video clips, podcasts) from other subject areas and products from the
<ul><li>Fall Semester:</li><li>September</li></ul>	<ul> <li>Descubre 2 Textbook</li> <li>Vocabulary/Grammar Presentations &amp; Tutorials</li> </ul>	target culture(s). 7.1.IL.IPRET.2: React to a series of
October	<ul> <li>Descubre 2 Online Textbook</li> </ul>	oral and written instructions connected to daily life.
Spring Semester:	<ul> <li>EdPuzzle</li> <li>Google Slides</li> </ul>	7.1.IL.IPRET.3: Compare and contrast
February	Presentations	the use of verbal and non-verbal
<ul> <li>March</li> </ul>	<ul> <li>Guided Notes</li> <li>Reading/Writing Activities         <ul> <li>Descubre 2 Online Textbook Assignments</li> <li>Interactive Notebook</li> </ul> </li> </ul>	etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
	<ul> <li>Activities</li> <li>Lectura (Reading) &amp; Escritura (Writing)</li> <li>Assignments</li> </ul>	7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
	<ul> <li>○ Writing Prompts</li> <li>■ Open-ended Questions</li> <li>■ Dialogs,</li> </ul>	7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
	E-mails, Letters, Compositions/ Essays, Newspaper/M agazine Articles,	7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
	<ul> <li>Interviews</li> <li>Listening Activities         <ul> <li>Descubre 2 Online Textbook</li> <li>In-Class Listening</li> </ul> </li> </ul>	7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
	<ul> <li>Partner/Speaking/Collaborativ e Activities</li> <li>FlipGrid</li> <li>Descubre 2 Online Textbook Assignments</li> </ul>	7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
	<ul> <li>Grammar/Vocabulary Games         <ul> <li>Kahoot</li> </ul> </li> </ul>	7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common

<ul> <li>Quizizz         <ul> <li>Jamboard</li> <li>Boom Cards</li> <li>Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> </ul> </li> <li>Culture/Grammar/Vocabulary Songs &amp; Videos         <ul> <li>YouTube</li> <li>EdPuzzle</li> <li>Descubre 2 Online Textbook</li> <li>Fotonovela</li> <li>En Pantalla</li> <li>Flash Cultura</li> <li>Panorama Cultural Interactive Map</li> </ul> </li> <li>Class Discussions on Cultural Topics</li> <li>Digital Resources &amp; Web Based Learning         <ul> <li>Descubre 2 Online Textbook</li> <li>EdPuzzle</li> <li>Kahoot</li> <li>Duolingo</li> <li>Quizizz</li> <li>Boom Cards</li> <li>FlipGrid</li> <li>Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>Padlet</li> <li>Boom Cards</li> </ul> </li> </ul>	<ul> <li>idiomatic expressions of the target culture(s)/language in familiar situations.</li> <li>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</li> <li>7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</li> <li>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</li> <li>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</li> <li>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</li> <li>7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</li> </ul>
Content	
<ul> <li>Vocabulary (4 Days) <ul> <li>La Tecnologia (Technology)</li> <li>La Computadora (Computers and Electronics)</li> <li>El Carro (Parts of the Car)</li> </ul> </li> <li>Pronunciation/Spelling <ul> <li>(Built into each lesson)</li> <li>Accent marks to distinguish the meaning of words</li> <li>c (before e or i), s, and z</li> </ul> </li> </ul>	

	<ul> <li>Grammar (12 Days - 3 Days/Lesson)</li> <li>Familiar Commands (2.1)</li> <li>Prepositions: POR vs. PARA (2.2)</li> <li>Reciprocal Reflexives (2.3)</li> <li>Stressed Possessive Adjectives &amp; Pronouns (2.4)</li> <li>Lección 2 Test: La Tecnología (1 Day)</li> <li>Culture (6 Days)</li> <li>Social Networks/Media</li> <li>Cyber Cafes</li> <li>Advancements in Technology</li> <li>Argentina</li> </ul>	
UNIT 2: Lección 3: La Vivienda Days: 22 Days	Chapter <ul> <li>Lección 3: La Vivienda</li> </ul> Resources	7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other
Fall Semester		subject areas and products from the
<ul> <li>Fall Semester:</li> <li>October</li> <li>November</li> </ul> Spring Semester: <ul> <li>March</li> <li>April</li> </ul>	<ul> <li>Descubre 2 Textbook</li> <li>Vocabulary/Grammar Presentations &amp; Tutorials         <ul> <li>Descubre 2 Online Textbook</li> <li>EdPuzzle</li> <li>Google Slides Presentations</li> <li>Guided Notes</li> </ul> </li> <li>Reading/Writing Activities         <ul> <li>Descubre 2 Online Textbook Assignments</li> <li>Interactive Notebook Activities</li> <li>Lectura (Reading) &amp; Escritura (Writing) Assignments</li> <li>Writing Prompts</li> <li>Open-ended Questions</li> <li>Dialogs, E-mails, Letters, Compositions/ Essays, Newspaper/M agazine Articles, Interviews</li> </ul> </li> </ul>	<ul> <li>target culture(s).</li> <li>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</li> <li>7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</li> <li>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</li> <li>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</li> <li>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</li> <li>7.1.IL.IPERS.2: Ask and respond with</li> </ul>

<ul> <li>Culture/Grammar/Vocabulary Songs &amp; Videos         <ul> <li>YouTube</li> <li>EdPuzzle</li> <li>Descubre 2 Online Textbook</li> <li>Fotonovela</li> <li>En Pantalla</li> <li>Flash Cultura</li> <li>Panorama Cultural Interactive Map</li> </ul> </li> <li>Class Discussions on Cultural Topics</li> <li>Digital Resources &amp; Web Based Learning         <ul> <li>Descubre 2 Online Textbook</li> <li>EdPuzzle</li> <li>Kahoot</li> <li>Duolingo</li> <li>Quizizz</li> <li>Boom Cards</li> <li>FlipGrid</li> <li>Google (Classroom, Docs, Slides, Forms,</li> </ul> </li> </ul>	to factual and personal questions on familiar topics relating to daily life. 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
<ul> <li>Boom Cards</li> <li>FlipGrid</li> <li>Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>Padlet</li> </ul>	
<ul> <li>Boom Cards</li> <li>Content</li> <li>Vocabulary (3 Days)</li> </ul>	

	<ul> <li>La Vivienda (The Household - Parts of the House, Rooms, Furniture)</li> <li>Los Quehaceres (Household Chores)</li> <li>El Comedor (Dining Room/Table Setting/Appliances)</li> </ul> Pronunciation/Spelling (Built into each lesson) <ul> <li>Capital and Lower-Case Letters</li> <li>The letter "x"</li> </ul> Grammar (12 Days - 3 Days/Lesson) <ul> <li>Relative Pronouns (3.1)</li> <li>Formal (Usted/Ustedes) Commands (3.2)</li> <li>The Present Subjunctive (3.3)</li> <li>The Present Subjunctive with Verbs of Will and Influence (3.4)</li> </ul> Lección 3 Test: La Vivienda (1 Day) Culture (6 Days) <ul> <li>El Patio Central (The Central Patio)</li> <li>Lake Titicaca.</li> <li>Las Casas de Pablo Neruda (Pablo Neruda's Houses)</li> <li>La Casa de Frida (Frida Kahlo's House)</li> </ul>	
	La Casa de Frida (Frida	
UNIT 3: Lección 4: La Naturaleza	Chapter  Lección 4: La Naturaleza	7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g.,
Days: 23 Days		articles, blogs, TV programs, radio,
Fall Company	Resources	video clips, podcasts) from other subject areas and products from the
Fall Semester:	<ul><li>Descubre 2 Textbook</li><li>Vocabulary/Grammar</li></ul>	target culture(s).
November     December	Presentations & Tutorials	7.1.IL.IPRET.2: React to a series of
December	<ul> <li>Descubre 2 Online Textbook</li> </ul>	oral and written instructions connected to daily life.
Spring Semester:	EdPuzzle     Google Slides	
<ul> <li>April</li> </ul>	<ul> <li>Google Slides</li> <li>Presentations</li> <li>Guided Notes</li> </ul>	7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures,

<ul> <li>May</li> <li>Reading/Witting Activities         <ul> <li>Descubre 2 Online</li> <li>Lactura (Reading) &amp;</li> <li>Some ankardia and beta signments</li> <li>Unterractive Notebook</li> <li>Activities</li> <li>Unterractive Notebook</li> <li>T.1.L.IPRET.4: Infer the meaning of some unique linguistic elements in some unique linguistic elements in Compositions/ Compositeles/ Compositions/ Compositions/ Compositions/ Compositeles/</li></ul></li></ul>			1
Activities       7.1LLIPRET:: first the meaning of some unfamiliar words and ideas in some new contexts.         • Writing Prompts       • Open-ended Questions         • Dialogs,       E-mails,         • Dialogs,       F.1LLIPRET:: Compare and contrast some new contexts.         • Dialogs,       F.1.LIPRET:: Compare and contrast some unique linguistic elements in English and the target language.         • Dialogs,       F.1.LIPRET:: Compare and contrast some unique linguistic elements in Conversations and in the target language.         • Dialogs,       F.1.LIPRET:: Request and provide information in conversations and in writing by creating simple sentences by the target language.         • Descubre 2 Online Textbook       F.1.LIPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions to factual and personal questions on to factual and personal questions on contrast some mands, and requests for participating in classroom, cultural, and pastime activities.         • Descubre 2 Online Textbook Assignments       F.1.LIPERS.3: Give and follow a series of oral and writhen directions, commands, and requests for participating in classroom, cultural, and pastime activities.         • Grammar/Vocabulary Games       F.1.LIPERS.5: Engage in short conversations abut personal culture(s)language in familiar studiors.         • BingoPleye SpyTaco       F.1.LIPERS.6: Exchange information with classmates and with analive speciences or events and/or topics studied in other content areas.         • Coutiture       F. Foshrowela       F. Fash Cultural <th>• May</th> <th><ul> <li>Descubre 2 Online Textbook Assignments</li> </ul></th> <th>target culture(s) and in one's own</th>	• May	<ul> <li>Descubre 2 Online Textbook Assignments</li> </ul>	target culture(s) and in one's own
<ul> <li>Lectura (Reading) &amp; Escritura (Writing) Assignments</li> <li>Writing Prompts</li> <li>Open-ended Questions</li> <li>Dialogs, E-mails, Letters, Compositions/ Essays, Newsparr/M agazine Articles, Interviews</li> <li>Listening Activities</li> <li>Descubre 2 Online Textbook</li> <li>In-Class Listening Activities</li> <li>Partner/Speaking/Collaborativ e Activities</li> <li>Partner/Speaking/Collaborativ commands, and requestins of factual and personal questions on familiar topics relating to daily life.</li> <li>T.I.L.IPERS.3: Give and follow a series of oral and written directions, oral and written directions, satime activities</li> <li>Partner/Speaking/Collaborativ e Activities</li> <li>FlipGrid</li> <li>Descubre 2 Online Textbook Assignments</li> <li>Grammar/Vocabulary Games</li> <li>Kahoot Chile/Minuto Loco/Dibujo Misterioso</li> <li>Courbube Sungo/Eye Spy/Taco Time/Chico</li> <li>Culture(S/anguage in short conversations and and regular gains)</li> <li>T.I.L.IPERS.5: Engage in short conversations about personal diomatic expressions of the target culture(s)/anguage in familiar situations.</li> <li>Culture/Grammar/Vocabulary Songs &amp; Videos</li> <li>You Tube</li> <li>EdPuzzle</li> <li>Footonovela</li> <li></li></ul>			
<ul> <li>Escritura (Writing) Assignments</li> <li>Writing Prompts</li> <li>Open-ended Questons</li> <li>Dialogs, E-mais, Letters, Compositions/ Essays, Newspaper/M agazine Articles, Interviews</li> <li>Listening Activities</li> <li>Descubre 2 Online Textbook</li> <li>FlipGrid</li> <li>Partner/Speaking/Collaborativ e Activities</li> <li>FlipGrid</li> <li>FlipGrid</li> <li>Boom Cards</li> <li>Boom Cards</li> <li>Bingol/Eye Spy/Taco Chile/Kinuto</li> <li>Grammar/Vocabulary Games</li> <li>Jamboard</li> <li>Boom Cards</li> <li>Boom Cards</li> <li>YouTube</li> <li>YouTube</li> <li>YouTube</li> <li>YouTube</li> <li>FlipSrid</li> <li>Boom Cards</li> <li>Boom Cards</li> <li>Bingol/Eye Spy/Taco Chile/Kinuto</li> <li>Colluture(Grammar/Vocabulary Songs &amp; Videos</li> <li>YouTube</li> <li>Flash Cultura</li> <li>Fash Cultura</li> <li>Flash Cultura</li> <li>Flash Cultura</li> <li>Flash Cultura</li> <li>Flash Cultura</li> <li>Flash Cultura</li> <li>Pannarma</li> <li>Cultural (Litraria)</li> <li>TilL.IPERS.1: Compare and contrast some unique linguistic elements in granuary (scabulary Canadity)</li> <li>Songs &amp; Videos</li> <li>YouTube</li> <li>Flash Cultura</li> <li>Flash Cultura</li> <li>Panorama Cultural</li> </ul>			5
Assignments      Writing Prompts      Writing Prompts      Open-ended      Questions      Dialogs,      E-mails,      Compositions/     E-trails,      Compositions/     Essays,      Newspaper/M     agazine     Articles,     Interviews      Listening Activities      Oescubre 2 Online     Textbook      Partner/Speaking/Collaborativ      e Activities      Partner/Speaking/Collaborativ      e Activities      Grammart/Vocabulary Games      Kahoot     Guizzz      Jamboard     Edrey Spy/Taco     Time/Chico     Culture(S/anguage in familiar     Songs & Videos      Compositions/      Carbook      ElipGrid     Boon Cards      Singo/Eye Spy/Taco     Time/Chico     Culture(S/anguage in familiar     Storgs & Videos      Compositions/      Carbook      EdPuzzle     Descubre 2 Online     T.1.L.IPERS 5: Engage in short     conversations about previous      Autivites      Compositions/      Culture/Grammar/Vocabulary      Sungs & Videos      Conversations      Comportiate     Grammar/Vocabulary      Sungs & Videos      Culture/Grammar/Vocabulary      Comportiate     Conversations      Compositions/      Compositions/      Culture/Grammar/Vocabulary      Compositions/      Culture/Grammar/Vocabulary      Compositions/      Compositions/      Compositions/      Culture/Grammar/Vocabulary      Compositions/      Compositions/      Culture/Grammar/Vocabulary      Compositions/      Compositions/      Culture/Grammar/Vocabulary      Compositions/      Culture/Grammar/Vocabulary      Compositions/      Culture/Grammar/Vocabulary      Culture(S) Compositions/      Culture(S) Compositions/      Compositions/      Culture(S) Compositions/      Culture(S) Compositions/      Compositions/      Culture(S) Compositions/			
<ul> <li>Writing Prompts</li> <li>Open-ended Questions</li> <li>Dialogs, E-mails, Letters, Newspaper/M agazine Articles, Interviews</li> <li>Listening Activities</li> <li>Descubre 2 Online Textbook</li> <li>Patner/Speaking/Collaborativ</li> <li>FlipGrid Descubre 2 Online Textbook</li> <li>Patner/Speaking/Collaborativ</li> <li>Grammar/Vocabulary Games</li> <li>Jamboard</li> <li>Goom Cards</li> <li>Bingo/Eye Spy/Taco Time/Chico</li> <li>Culture/Grammar/Vocabulary Games</li> <li>Cover 2 Online Textbook</li> <li>Bingo/Eye Spy/Taco Time/Chico</li> <li>Culture/Grammar/Vocabulary Games</li> <li>Bingo/Eye Spy/Taco Time/Chico</li> <li>Culture/Grammar/Vocabulary Games</li> <li>Culture/Grammar/Vocabulary Games</li> <li>Bingo/Eye Spy/Taco Time/Chico</li> <li>Culture/Grammar/Vocabulary Games</li> <li>Fash Culture</li> <li>Touch Textbook</li> <li>Bingo/Eye Spy/Taco Time/Chico</li> <li>Culture/Grammar/Vocabulary Games</li> <li>Flash Culture</li> <li>Touch Textbook</li> <li>Touch Tex</li></ul>			some new contexts.
Coefficients     Open-ended Questions     Dialogs, E-mails, Letters, Compositions/ Essays, Newspaper/M agazine Articles, Interviews     Listening Activities Descubre 2 Online Textbook Partner/Speaking/Collaboration Colluction Textbook Assignments Grammar/Vocabulary Games Grammar/Vocabulary Games Guizzz Jamboard Quizzz Jamboard Cultural Partner/Chie Grammar/Vocabulary Songs & Videos Culturer/Grammar/Vocabulary Songs & Videos Culturer/Grammar/Vocabulary Descubre 2 Online Textbook Bingo/Eye Spy/Taco Time/Chico Culturer/Grammar/Vocabulary Songs & Videos Culturer/Grammar/Vocabulary Songs & Videos Culturer/Grammar/Vocabulary Descubre 2 Online Tat.LIPERS.5: Engage in short Culturer/Grammar/Vocabulary Songs & Videos Culturer/Grammar/Vocabulary Descubre 2 Online Tat.LIPERS.5: Engage in short Culturer/Grammar/Vocabulary Songs & Videos Culturer/Grammar/Vocabulary Descubre 2 Online Tat.LIPERS.6: Exchange information With classmates and with native speakers of the target language region(s) of the world and suggest a few possible solutions. T.1L.PERST.1: Combine and recombine earned language to repress personal ideas about areas of Totabulary Tarterative			7.1 IL IPRET 5: Compare and contrast
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<ul> <li>Dialogs, E-mails, Letters, Compositions/ Essays, Newspaper/M agazine Articles, Interviews</li> <li>Listening Activities</li> <li>Descubre 2 Online Textbook</li> <li>In-Class Listening Activities</li> <li>Partner/Speaking/Collaborativ e Activities</li> <li>FlipGrid</li> <li>Descubre 2 Online Textbook Assignments</li> <li>Grammar/Vocabulary Games</li> <li>Guizizz</li> <li>Janboard</li> <li>Biogo/Eye Spy/Taco Time/Chico</li> <li>Culture/Grammar/Vocabulary Songs &amp; Videos</li> <li>YouTube</li> <li>EdPuzzle</li> <li>Descubre 2 Online Textbook</li> </ul>			
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<ul> <li>Essays, Newspaper/M agazine</li> <li>Essays, Newspaper/M agazine</li> <li>Carbining and recombining learned agazine</li> <li>Carbining and recombining learned</li> <li>Flighd and personal questions on</li> <li>Carbining Activities</li> <li>Carbining and recombining learned</li> <li>Carbining and recombining and recombine learned anguage to</li> <li>Carbina and written directions, commands, and requests for</li> <li>Carbina and written directions, commoni idiomatic expressions of the target</li> <li>Carbina and verses and with native syspeakers of the target language about the effects of climate change on the</li> <li>Carbina and suggest a few pos</li></ul>		Letters,	information in conversations and in
Newsipaper/M agazine Articles, Interviews       Ianguage in order to express original ideas.         • I istening Activities • Descubre 2 Online Textbook • In-Class Listening Activities       7.1.1L.IPERS.2: Ask and respond with appropriate comments and questions on familiar topics relating to daily life.         • I istening Activities • Descubre 2 Online Textbook       7.1.1L.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastine activities.         • Grammar/Vocabulary Games • Kahoot • Quizizz       7.1.1L.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.         • Biogrof/Eye Spy/Taco Time/Chico Chile/Minuto Locco/Dibujo Misteriose       7.1.1L.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.         • You Tube • Descubre 2 Online Textbook       7.1.1L.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.			
agazine Articles, Interviews       ideas.         Attricles, Interviews       7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions on familiar topics relating to daily life.         • Descubre 2 Online Textbook       • In-Class Listening Activities       7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.         • FlipGrid       - Descubre 2 Online Textbook Assignments       7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(S)/language in familiar situations.         • Guizizz       - Jamboard OLico/Dibujo Misterioso       7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.         • Culture/Grammar/Vocabulary Songs & Videos       7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.         • Fotonovela E Flash Cultural Oultural Cultural       • Fotonovela En Pantana Cultural       7.1.IL.PERSNT.1: Combine and recombine learned language to exprese spersonal ideas about areas of			
Articles, Interviews       7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions on familiar topics relating to daily life.         • Listening Activities       7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.         • FlipGrid       partner/Speaking/Collaborativ e Activities         • Fartner/Speaking/Collaborativ e Activities       7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.         • Grammar/Vocabulary Games       7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(S)/language in familiar situations.         • Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso       7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language region(s) of the world and suggest a few possible solutions.         • Fotonovela Flash Cultura       • Fotonovela Flash Cultura       7.1.IL.IPERS.6: Exchange on the target language region(s) of the world and suggest a few possible solutions.			
<ul> <li>Listening Activities</li> <li>Listening Activities</li> <li>In-Class Listening Activities</li> <li>Partner/Speaking/Collaborativ e Activities</li> <li>Partner/Speaking/Collaborativ e Activities</li> <li>Partner/Speaking/Collaborativ e Activities</li> <li>Partner/Speaking/Collaborativ e Activities</li> <li>Partner/Speaking/Collaborativ e Activities</li> <li>Partner/Speaking/Collaborativ e Activities</li> <li>FlipGrid Descubre 2 Online Textbook Assignments</li> <li>Grammart/Vocabulary Games</li> <li>Bingo/Eye Spy/Taco Time/Chico</li> <li>Culture/Grammart/Vocabulary Songs &amp; Videos</li> <li>YouTube</li> <li>EdPuzzle</li> <li>Songs &amp; Videos</li> <li>YouTube</li> <li>EdPuzzle</li> <li>Flash Cultural</li> <li>Flash Cultural</li> <li>Panorama Cultural</li> <li>Listening Activities</li> <li>T.1.L.IPERS.5: Enchange information</li> <li>Markord</li> <li>T.1.L.IPERS.5: Enchange information</li> <li>Miter Activities</li> <li>T.1.L.IPERS.5: Exchange information</li> <li>Mith classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</li> </ul>			iueas.
<ul> <li>Listening Activities         <ul> <li>Descubre 2 Online Textbook</li> <li>In-Class Listening Activities</li> </ul> </li> <li>Partner/Speaking/Collaborativies</li> <li>Partner/Speaking/Collaborativies</li> <li>Activities</li> <li>FlipGrid</li> <li>Descubre 2 Online Textbook Assignments</li> <li>Grammar/Vocabulary Games</li> <li>Kahoot</li> <li>Guizizz</li> <li>Jamboard</li> <li>Biogo/Eye Spy/Tacoo Time/Chico</li> <li>Culture/Srammar/Vocabulary</li> <li>Boom Cards</li> <li>Bingo/Eye Spy/Tacoo Time/Chico</li> <li>Culture/Grammar/Vocabulary</li> <li>Songs &amp; Videos</li> <li>YouTube</li> <li>EdPuzzle</li> <li>Descubre 2 Online Textbook</li> <li>Flash Cultural</li> <li>Flash Cultural</li> <li>Panorama Cultural</li> <li>Panorama</li> <li>Cultural</li> <li>Panorama</li> <li>Cultural</li> <li>Panorama</li> <li>Cultural</li> <li>Panorama</li> <li>Cultural</li> <li>Descubre 2 online Textbook</li> </ul>			7.1 IL IDERS 2: Ask and respond with
<ul> <li>Descubre 2 Online Textbook</li> <li>In-Class Listening Activities</li> <li>Partner/Speaking/Collaborative e Activities</li> <li>Partner/Speaking/Collaborative e Activities</li> <li>Partner/Speaking/Collaborative e Activities</li> <li>FlipGrid</li> <li>Descubre 2 Online Textbook Assignments</li> <li>Grammar/Vocabulary Games</li> <li>Kahoot</li> <li>Quizizz</li> <li>Jamboard</li> <li>Biogo/Eye Spy/Taco Time/Chico Chile/Minuto</li> <li>Coulture/Grammar/Vocabulary Songs &amp; Videos</li> <li>Culture/Grammar/Vocabulary Songs &amp; Videos</li> <li>Culture/Grammar/Vocabulary Songs &amp; Videos</li> <li>T.1.IL.IPERS.5: Engage in short conversations about personal</li> <li>et arget in the arget</li></ul>			
Textbook       familiar topics relating to daily life.         In-Class Listening       Activities         Activities       7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.         • FlipGrid       participating in classroom, cultural, and pastime activities.         • Grammar/Vocabulary Games       * Kahoot         • Quizizz       idomatic expressions of the target         • Jamboard       culture(s)/language in familiar         • Bingo/Eye Spy/Taco       situations.         • Culture/Grammar/Vocabulary Songs & Videos       7.1.IL.IPERS.5: Engage in short         • YouTube       • Gerammar/Vocabulary         • Song Cards       situations.         • Culture/Grammar/Vocabulary       * FlipRice         • Descubre 2 Online       ERPuzzle         • Songs & Videos       7.1.IL.IPERS.6: Exchange information         • Textbook       • Fotonovela         • FlipSchilder       * FlipRimar/Vocabulary         • Descubre 2 Online       • Fotonovela         • En Pantalla       • FlipAs Cultura         • FlipAs Cultura       • Panorama         • Panorama       Cultural         • Panorama       Cultural         • FlipSh Cultural       T.1.IL.IPENT.1: Combi		•	
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Cultural recombine learned language to Interactive express personal ideas about areas of			7.1 IL PRSNT 1: Combine and
Interactive express personal ideas about areas of			
			•••
······································		Мар	interest when creating oral and written

<ul> <li>Class Discussions on Cultural Topics</li> <li>Digital Resources &amp; Web Based Learning         <ul> <li>Descubre 2 Online Textbook</li> <li>EdPuzzle</li> <li>Kahoot</li> <li>Duolingo</li> <li>Quizizz</li> <li>Boom Cards</li> <li>FlipGrid</li> <li>Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>Padlet</li> <li>Boom Cards</li> </ul> </li> <li>Content</li> <li>Vocabulary (4 Days)</li> <li>La Naturaleza (Nature and Endangered Animals)</li> <li>El Medio Ambiente (The Environment and Ecology)</li> <li>El Reciclaje (Recycling)</li> <li>Ecoturismo (Conservation and Ecotourism)</li> </ul>	<ul> <li>presentations that are shared with a target language audience.</li> <li>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</li> <li>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</li> <li>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</li> <li>7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</li> </ul>
Pronunciation/Spelling (Built into each lesson) Punctuation and Intonation I, II, and y.	
<ul> <li>Grammar (12 Days - 4 Days/Lesson)</li> <li>The Subjunctive with Verbs of Emotion (4.1)</li> <li>The Subjunctive with Doubt, Disbelief, and Denial (4.2)</li> <li>The Subjunctive with Conjunctions (4.3)</li> </ul>	
Lección 4 Test: La Naturaleza (1 Day)	
<ul> <li>Culture (6 Days)</li> <li>The Andes Mountains</li> <li>Costa Rican Nature and Ecotourism</li> <li>Colombia</li> <li>Fables &amp; Legends in Spanish speaking countries</li> </ul>	

	Global Challenges: Environmental Issues         Olimate Change         Reducing         Environmental Waste         through Recycling         Preserving Nature         through Conservation         and Ecological         Initiatives
UNIT 4: Lección 5: En la Ciudad	Chapter         7.1.IL.IPRET.1: Restate and describe
<b>Days</b> : 22 Days	Lección 5: En la Ciudad     the main idea and some details from     informational and fictional texts (e.g.,     articles, blogs, TV programs, radio,     video clips, podcasts) from other     wibient errors and products from the
Fall Semester:	<ul> <li>Descubre 2 Textbook</li> <li>subject areas and products from the target culture(s).</li> </ul>
December	Vocabulary/Grammar
<ul> <li>January</li> </ul>	Presentations & Tutorials       7.1.IL.IPRET.2: React to a series of         o       Descubre 2 Online         Textbook       to daily life.
Spring Semester:	<ul> <li>EdPuzzle</li> <li>Google Slides</li> <li>7.1.IL.IPRET.3: Compare and contrast</li> </ul>
• May	Presentations the use of verbal and non-verbal
• June	<ul> <li>Guided Notes</li> <li>Reading/Writing Activities         <ul> <li>Descubre 2 Online Textbook Assignments</li> <li>Interactive Notebook</li> </ul> </li> <li>etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</li> </ul>
	<ul> <li>Activities</li> <li>Lectura (Reading) &amp; Escritura (Writing)</li> <li>Assignments</li> <li>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</li> </ul>
	<ul> <li>Writing Prompts</li> <li>Open-ended Questions</li> <li>Dialogs,</li> <li>Writing Prompts</li> <li>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</li> </ul>
	E-mails, Letters, Compositions/ Essays, Newspaper/M agazine Articles, E-mails, 1.1.L.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
	<ul> <li>Interviews</li> <li>Listening Activities         <ul> <li>Descubre 2 Online Textbook</li> <li>In-Class Listening Activities</li> <li>The Class Listening Activities</li> </ul> </li> <li>The Class Listening Activities</li> </ul>

e Activities	zizz nboard om Cards go/Eye Spy/Taco e/Chico le/Minuto	commands, and requests for participating in classroom, cultural, and pastime activities. 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics
<ul> <li>Culture/Gra Songs &amp; Vic <ul> <li>You</li> <li>EdF</li> <li>Des</li> </ul> </li> </ul>	Tube Puzzle scubre 2 Online tbook Fotonovela En Pantalla Flash Cultura Panorama Cultural Interactive	studied in other content areas. 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
Topics Digital Reso Based Lean Des Tex EdF Kah Duc Qui Boc Plip Goc Dra Buil O Pac	scubre 2 Online tbook Puzzle hoot blingo zizz om Cards Grid ogle (Classroom, os, Slides, Forms, wings, Maps, Tour Ider, Jamboard)	<ul> <li>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</li> <li>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</li> <li>7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions</li> </ul>
Vocabulary (3 Days) • En la Ciuda • En el Banco	d (In the City) (At the Bank) o (At the Post	

<ul> <li>Cómo Llegar (Directions)</li> <li>Pronunciations/Spelling (Built into each lesson)</li> </ul>	
<ul> <li>Abbreviations</li> <li>m and n</li> </ul>	
<ul> <li>Grammar (12 Days - 4 Days/Lesson)</li> <li>The Subjunctive in Adjective Clauses (5.1)</li> <li>Nosotros/as Commands (5.2)</li> <li>Past Participles as Adjectives (5.3)</li> </ul>	
Lección 5 Test: En la Ciudad (1 Day)	
<ul> <li>Culture (6 Days)</li> <li>The Subway System &amp; Public Transportation in Spanish speaking countries</li> <li>Venezuela</li> </ul>	