

# Spanish 1 Novice

**Unit Title:** Greetings & Small Talk

## Stage 1: Desired Results

### Standards & Indicators: Novice Low

**Interpretive Mode of Communication:** Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

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

Performance Expectations:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts

**Interpersonal Mode of Communication:** Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning

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

Performance Expectations:

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**Presentational Mode of Communication:** Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

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

Performance Expectations

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

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- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures

## Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.
Critical Thinking and Problem-solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).  9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
Digital Citizenship	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
Global and Cultural Awareness	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
Information and Media Literacy	9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5)	In order for members of our society to participate productively, information needs to be shared accurately and ethically.

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	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
Technology Literacy	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<p><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>• <b>Cultures:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>• <b>Connections:</b> 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>• <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>• <b>Communities:</b> 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>		<p><b>Essential/Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• Are language and culture related? How?</li> <li>• Why/How is speaking another language beneficial to my future?</li> <li>• How do I use another language to communicate with others?</li> <li>• What strategies can I use to communicate more effectively?</li> <li>• What can I learn about my own language and culture from the study of others?</li> <li>• What is a cognate and how can they aid in understanding a new language?</li> <li>• What is a false cognate?</li> <li>• How can knowing the Spanish alphabet aid in the pronunciation of words?</li> <li>• How are greetings and farewells influenced by cultural traditions?</li> <li>• How do people in Spanish speaking countries greet one another?</li> <li>• What are the elements of a typical dialog when you want to acquire basic information about someone?</li> <li>• Why do you think all cultures are different? What characteristics do you think contribute to the differences?</li> <li>• What is the cultural significance of a "Quinceañera"? Is there a comparable life event in American culture?</li> <li>• What are the different countries that speak Spanish? Where are they located?</li> <li>• Where are Latin America, South America and Spain located on a map?</li> <li>• What mathematical functions can I express in Spanish?</li> <li>• Do I speak to someone differently if they are a friend as opposed to an adult who I would need to show respect? What are some ways in which I speak to them differently?</li> <li>• What is courtesy? What are some ways in which I can display courteous behavior?</li> <li>• How is writing the date in Spanish similar to/different from writing the date in English?</li> <li>• How can I use my knowledge of the numbers 1-100 to help me learn the numbers past 100?</li> </ul>

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	<ul style="list-style-type: none"> <li>Who are some famous Hispanics and what are their contributions to society? How have they influenced American culture and society?</li> </ul>
<p><b>Content:</b></p> <p>Unit 1A</p> <ul style="list-style-type: none"> <li>Cognates</li> <li>Spanish Alphabet</li> <li>Greetings and Farewells</li> <li>La Quinceañera</li> <li>Expressing Feelings</li> <li>Punctuation</li> <li>Spanish speaking Countries and Capitals</li> <li>Spanish speaking countries Project</li> <li>Numbers 1-100</li> <li>Hispanic Heritage Month</li> </ul> <p>Unit 1B</p> <ul style="list-style-type: none"> <li>Formal vs. Informal</li> <li>Expressing Courtesy</li> <li>Telling Time</li> <li>Describing the weather</li> <li>Days of the week</li> <li>Months of the Year</li> <li>Seasons</li> <li>Writing the Date</li> <li>Numbers past 100</li> </ul>	<p><b>Skills(Objectives): I Can...</b></p> <ul style="list-style-type: none"> <li>Identify cognates in a text.</li> <li>Summarize a text based on identification of cognates.</li> <li>Infer meaning of a text based on identification of cognates.</li> <li>Recite the Spanish Alphabet orally.</li> <li>Ask for, state, and spell names.</li> <li>Greet and Say Goodbye to someone.</li> <li>Ask about and Express one's feelings.</li> <li>Ask for and State age.</li> <li>Create, and perform, a "Getting to know you" dialog.</li> <li>Assign the correct punctuation in a sentence.</li> <li>Compare and Contrast "La Quinceañera" with a 16th Birthday and a Wedding.</li> <li>Compare and Contrast the way people greet one another in the U.S and in Spanish speaking countries.</li> <li>Locate all Spanish speaking countries on a map.</li> <li>Identify Spanish speaking countries and their capitals.</li> <li>Count from 0-100 and past 100.</li> <li>Solve basic math problems and complete number sequences.</li> <li>Create a Poster about a Spanish speaking country.</li> <li>Navigate Google Maps and Google Tour builder to learn about Spanish speaking countries.</li> <li>Address someone using the correct form of the pronoun "you."</li> <li>Express courtesy.</li> <li>Tell time and state AM and PM.</li> <li>Identify the days of the week, months of the year and seasons.</li> <li>Categorize months into seasons.</li> <li>Describe the day and weather.</li> <li>Discuss climates and climate change in Spanish speaking countries. Compare/Contrast other climates with our own.</li> <li>Create a 7 day weather report for the capital city of a Spanish speaking country.</li> <li>Write the date and year.</li> <li>Compose a paragraph describing the day (date, weather, season, time.)</li> <li>Read, Summarize, &amp; Discuss cultural articles and topics.</li> <li>Research a famous Hispanic and their contribution(s) to society.</li> <li>Create a digital biography of a famous Hispanic.</li> </ul>
<p><b>Interdisciplinary Connections:</b></p> <p>English</p> <ul style="list-style-type: none"> <li>Identify cognates in a text and use them to infer the main idea.</li> </ul>	

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	<ul style="list-style-type: none"> <li>○ Read texts, summarize, and infer the meaning of vocabulary.</li> <li>○ Assign correct punctuation in a sentence.</li> <li>○ Construct grammatically correct sentences.</li> <li>○ Expand vocabulary.</li> <li>○ Make Introductions.</li> <li>○ Compare/Contrast language.</li> <li>○ Read/Respond to different types of literature.</li> </ul>
Math	<ul style="list-style-type: none"> <li>○ Solve basic math problems.</li> <li>○ Complete number sequences.</li> <li>○ Tell time.</li> <li>○ Express age.</li> <li>○ Count.</li> <li>○ Represent quantities.</li> </ul>
Art/Music	<ul style="list-style-type: none"> <li>★ Listen to/Interpret songs.</li> <li>★ Draw with various media.</li> </ul>
Science	<ul style="list-style-type: none"> <li>○ Describe the weather.</li> <li>○ Create a weekly weather report for a Spanish speaking country.</li> <li>○ Research animals native to Spanish speaking countries.</li> </ul>
History	<ul style="list-style-type: none"> <li>○ Learn about Hispanic Heritage Month.</li> <li>○ Research a famous Hispanic and their contribution to society.</li> <li>○ Learn about, and discuss, the cultural significance of a Quinceanera.</li> <li>○ Research Spanish speaking countries.</li> <li>○ Identify Spanish speaking countries on a map of Central America, South America, Europe and Africa.</li> <li>○ Read and Discuss current events.</li> </ul>

## Stage 2: Assessment Evidence

<u>Performance Task(s):</u>	<u>Other Evidence:</u>
<p>Quizzes</p> <ul style="list-style-type: none"> <li>● Alphabet (In-person or FlipGrid)</li> <li>● Greetings &amp; Farewells</li> <li>● Seasons &amp; Weather</li> <li>● “La Quinceañera”</li> <li>● “El Día de los Muertos”</li> </ul> <p>Tests</p> <ul style="list-style-type: none"> <li>● Unit 1A Test</li> <li>● Unit 1B Test</li> </ul> <p>Projects</p> <ul style="list-style-type: none"> <li>● Hispanic Heritage Month Digital Poster</li> <li>● Spanish Speaking Country Research Project</li> <li>● “Greetings &amp; Small Talk” Dialog</li> </ul>	<ul style="list-style-type: none"> <li>● Reading/Writing Activities <ul style="list-style-type: none"> <li>○ Spanish 1 Novice “Greetings &amp; Small Talk” Packet</li> <li>○ Interactive Notebook Activities</li> <li>○ Dialogs</li> </ul> </li> <li>● Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> <li>○ FlipGrid</li> </ul> </li> <li>● Grammar/Vocabulary Games <ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ Jamboard</li> <li>○ Boom Cards</li> </ul> </li> <li>● Culture/Grammar/Vocabulary Songs &amp; Videos <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> </ul> </li> <li>● Class Discussions on Cultural Topics</li> <li>● Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>○ EdPuzzle</li> <li>○ Kahoot</li> </ul> </li> </ul>

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- Rockalingua
- Duolingo
- Quizizz
- Boom Cards
- FlipGrid
- Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)
- Padlet
- Boom Cards

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

- Project Based Learning
  - Cognate Illustrations
  - Country Poster Project
  - Weather Forecast
  - Hispanic Heritage Month Biography of a Famous Hispanic
- Partner/Group Activities/Learning Centers
  - Dialogs & Role Playing
  - TPR (Total Physical Response)
  - Discussions
  - Turn & Talk
  - Think-Pair-Share
  - Jigsaw
  - Socrative Speed Dating
  - Oral Reading
- Grammar & Vocabulary Games/Simulations
- Interactive Writing/Journaling
- Open-Ended/Targeted Questioning/Cold Call
- Guided Notes
- Tiered Assignments/Choice Boards
- Culture/Grammar/Vocabulary Videos
- Web Based Learning
  - Kahoot
  - Quizizz
  - EdPuzzle
  - Flipgrid
  - Duolingo
  - Rockalingua
  - Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)
  - Quizlet
  - Padlet
  - Boom Cards
- Do-Now & Closure Activities
- Social/Emotional Learning
  - Interactive Writing/Journaling
  - Polling/Check-ins
  - Emotional Consistency
  - Celebrate Diversity
  - Practice Mindfulness
  - Discuss/Practice Empathy

### Resources:

[2020 World Language Standards](#)

[LGBT and Disabilities Law](#)

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

[GLSEN Educator Resources](#)

[Supporting LGBTQ Youth Resource List](#)

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

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

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

Web Based Learning

[www.duolingo.com](http://www.duolingo.com)

[www.rockalingua.com](http://www.rockalingua.com)

[www.flipgrid.com](http://www.flipgrid.com)

[www.google.com](http://www.google.com)

[www.padlet.com](http://www.padlet.com)

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<ul style="list-style-type: none"> <li>o Incorporate Art</li> <li>o Constructive Criticism</li> <li>o Daily Greetings</li> <li>o Promote a Growth Mindset</li> <li>o Behavior/Learning Contracts</li> <li>o Provide Immediate Feedback</li> <li>o Peer Instruction</li> <li>• Analogies/Mnemonic Devices</li> <li>• Modeling/Show &amp; Tell Lessons</li> <li>• Interactive Notebook Activities/Maps</li> <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>	<a href="https://wow.boomlearning.com">https://wow.boomlearning.com</a>  <a href="http://www.edpuzzle.com">www.edpuzzle.com</a>  <a href="http://www.kahoot.com">www.kahoot.com</a>  <a href="http://www.quizizz.com">www.quizizz.com</a>  <a href="http://www.quizlet.com">www.quizlet.com</a>  <a href="#">Descubre 1 Online Textbook</a>
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## Differentiation

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

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <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/Scaffolding</li> <li>• Assignments designed to meet the needs of native speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Independent/ Small group work</li> <li>• Learning centers</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>• 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/Scaffolding</li> </ul>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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> </ul>



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		<ul style="list-style-type: none"> <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 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 <ul style="list-style-type: none"> <li>◦ Rockalingua</li> <li>◦ Duolingo</li> </ul> </li> <li>• Alternate homework options (modify and limit questions)</li> </ul>	<ul style="list-style-type: none"> <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 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 <ul style="list-style-type: none"> <li>◦ Duolingo</li> <li>◦ Rockalingua</li> </ul> </li> <li>• Alternate homework options (modify and limit questions)</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Use games and simulations</li> <li>• Use TPR (Total Physical Response)</li> <li>• Role playing, Dramatization, props for dialogs</li> <li>• Interactive writing</li> <li>• Extended time</li> <li>• Provide visual aids</li> <li>• Repeated directions</li> <li>• Differentiate based on proficiency</li> <li>• Provide word banks</li> <li>• Allow for translators, dictionaries</li> </ul>
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**Unit Title:** La Clase (The Classroom)

## Stage 1: Desired Results

**Standards & Indicators: Novice Low**

**Interpretive Mode of Communication:** Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

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

Performance Expectations:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

**Interpersonal Mode of Communication:** Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning

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

Performance Expectations:

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

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- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

**Presentational Mode of Communication:** Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

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

## Performance Expectations

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
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## Career Readiness, Life Literacies and Key Skills

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

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	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).	different points of view and experiences.
Information and Media Literacy	<p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p>	<p>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p> <p>Media have embedded values and points of view.</p>
Technology Literacy	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<p><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>• <b>Cultures:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>• <b>Connections:</b> 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>• <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>• <b>Communities:</b> 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>		<p><b>Essential/Guiding Question:</b></p> <ul style="list-style-type: none"> <li>• How do I talk about classes and school life?</li> <li>• How do I use another language to communicate with others?</li> <li>• What strategies can I use to communicate more effectively?</li> <li>• What are definite and indefinite articles? How are they used in Spanish?</li> <li>• What is the importance of gender when identifying nouns?</li> <li>• How do I make nouns plural?</li> <li>• What are pronouns? How are they used?</li> <li>• What is proper sentence structure in Spanish?</li> <li>• How can I describe the environment and people around me?</li> <li>• What is “El Día de los Muertos” and how is it celebrated? Where and why is it celebrated?</li> </ul>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Classroom Objects</li> <li>• Schools in Spanish speaking countries</li> <li>• Class Schedules</li> <li>• Definite &amp; Indefinite Articles</li> <li>• Nouns in Spanish (Gender and Number)</li> </ul>		<p><b>Skills(Objectives): I Can...</b></p> <ul style="list-style-type: none"> <li>• Identify classroom objects.</li> <li>• Categorize nouns by gender and number.</li> <li>• Assign the correct definite or indefinite articles to any noun.</li> <li>• Make nouns plural.</li> </ul>

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<ul style="list-style-type: none"> <li>• Colors</li> <li>• Personality Traits</li> <li>• Physical Descriptions</li> <li>• Pronouns</li> <li>• The verb SER (to be) to state origin and describe personality and physical descriptions</li> <li>• Subject/Verb Agreement</li> <li>• Noun/Adjective Agreement</li> <li>• Using Adjectives to Describe (colors, personality traits and physical appearance)</li> <li>• Sentence Structure/Forming Sentences</li> <li>• El Día de los Muertos (Day of the Dead)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate correct subject/verb agreement (Ser).</li> <li>• Ask and Tell where someone is from.</li> <li>• Assign the correct pronoun in a sentence.</li> <li>• Construct sentences using the correct subject/verb, noun/article and noun/adjective agreement.</li> <li>• Compose 8-10 sentences describing the classroom.</li> <li>• Describe personality, or the physical appearance, of a noun/nouns.</li> <li>• Learn about and Discuss the history, and current cultural practices, of “El Dia de los Muertos.”</li> <li>• Create a “Calavera” (skull) for “El Día de los Muertos.”</li> <li>• Design a digital “Ofrenda” to demonstrate understanding of the cultures and customs of “El Día de los Muertos.”</li> <li>• Read, Summarize, &amp; Discuss cultural articles and topics.</li> </ul>
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## Interdisciplinary Connections:

### English

- Read texts, summarize, and infer the meaning of vocabulary.
- Assign correct punctuation in a sentence.
- Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
- Discuss the role gender plays in nouns, and the use of non-binary pronouns.
- Compare/Contrast language.
- Read/Respond to different types of literature.

### Math

- Use numbers to describe one or more nouns.
- Represent quantities.

### Art/Music:

- Design an “Ofrenda” for the Day of the Dead.
- Create a “Calavera” for the Day of the Dead.
- Listen to/Interpret songs in the target language.
- Draw with various media.

### History

- Learn about and Discuss the history, and current cultural practices, of the Day of the Dead.
- Read and Discuss current events.

## Stage 2: Assessment Evidence

### Performance Task(s):

#### Quizzes

- “El Día de los Muertos”
- Colors
- Classroom Objects

#### Tests

- Ser/Pronoun
- Nouns/Articles

### Other Evidence:

#### Reading/Writing Activities

- Spanish 1 Novice “La Clase” Packet
- Interactive Notebook Activities
- Dialogs
- Partner/Speaking/Collaborative Activities
  - FlipGrid
- Grammar/Vocabulary Games
  - Kahoot
  - Quizizz

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<p>Projects</p> <ul style="list-style-type: none"> <li>• “Mi Novio/Novia Ideal”</li> <li>• “Calavera” &amp; “Ofrenda” for “El Día de los Muertos.”</li> </ul>	<ul style="list-style-type: none"> <li>○ Jamboard</li> <li>○ Boom Cards</li> <li>• Culture/Grammar/Vocabulary Songs &amp; Videos <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> </ul> </li> <li>• Class Discussions on Cultural Topics</li> <li>• Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>○ EdPuzzle</li> <li>○ Kahoot</li> <li>○ Rockalingua</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>
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## Stage 3: Learning Plan

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

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• Independent/ Small group work</li> <li>• Learning centers</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> </ul>	<ul style="list-style-type: none"> <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>• Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>• Use adapted text/worksheets</li> <li>• Give immediate feedback</li> </ul>	<ul style="list-style-type: none"> <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> </ul>

## Spanish 1 Novice

<ul style="list-style-type: none"> <li>Choice Boards/Tiered Assignments/Scaffolding</li> <li>Assignments designed to meet the needs of native speakers</li> </ul>	<ul style="list-style-type: none"> <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/Scaffolding</li> </ul>	<ul style="list-style-type: none"> <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 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 <ul style="list-style-type: none"> <li>Rockalingua</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <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 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 <ul style="list-style-type: none"> <li>Duolingo</li> <li>Rockalingua</li> </ul> </li> <li>Alternate homework options (modify and limit questions)</li> <li>Choice Boards/Tiered Assignments/Scaffolding</li> <li>Use games and simulations</li> <li>Use TPR (Total Physical Response)</li> <li>Role playing, Dramatization, props for dialogs</li> <li>Interactive writing</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>
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		<ul style="list-style-type: none"> <li>o Duolingo</li> <li>• Alternate homework options (modify and limit questions)</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Use games and simulations</li> <li>• Use TPR (Total Physical Response)</li> <li>• Role playing, Dramatization, props for dialogs</li> <li>• Interactive writing</li> </ul>	
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**Unit Title:** La Comida (Food)

## Stage 1: Desired Results

### Standards & Indicators: Novice Low

**Interpretive Mode of Communication:** Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

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

Performance Expectations:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

**Interpersonal Mode of Communication:** Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

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

Performance Expectations:

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

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- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

**Presentational Mode of Communication:** Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

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

## Performance Expectations

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

## Career Readiness, Life Literacies and Key Skills

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

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	cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGL.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	
Information and Media Literacy	<p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p>	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 specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>• <b>Cultures:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>• <b>Connections:</b> 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>• <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>• <b>Communities:</b> 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>		<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• What influences from the target culture have I seen within my own community and other communities in the United States?</li> <li>• How are foods and meal times in Spanish speaking countries similar to and different from foods and meal times in the U.S?</li> <li>• Within our community, what types of cuisine are representative of the target culture?</li> <li>• What is the importance of using real life examples and items to aid in foreign language acquisition?</li> <li>• When describing using adjectives, how is the grammar in the target language (Spanish) different from English?</li> <li>• How do I express likes and dislikes?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• “La Comida” – Food Vocabulary</li> <li>• Food Culture of Spanish Speaking Countries</li> <li>• Comer (to eat) and Beber (to drink)</li> <li>• Describing Flavor and Tastes</li> <li>• Gustar – To Like/Dislike</li> </ul>		<p><b><u>Skills(Objectives): I Can...</u></b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast foods and meal-times in the United States with those in the different Spanish speaking countries.</li> <li>• Discuss common and uncommon foods and customs in the United States and in Spanish speaking countries.</li> <li>• Identify food vocabulary through culture readings, meal planning and food pyramid activities.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Create a Restaurant menu in Spanish.</li> <li>• Use the present tense of “Comer” and “Beber” to describe what someone is eating or drinking.</li> <li>• Translate food sentences using food vocabulary and the verbs “Comer” and “Beber”.</li> <li>• Construct sentences using correct subject/verb and noun/adjective agreement.</li> <li>• Illustrate recipes in Spanish.</li> <li>• State likes and dislikes using Gustar and indirect objects.</li> <li>• Compose a song, in Spanish, about food likes and dislikes.</li> <li>• Read, Summarize &amp; Discuss cultural articles and topics.</li> </ul>
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## Interdisciplinary Connections:

### English

- Read texts, summarize, and infer the meaning of vocabulary.
- Assign correct punctuation in a sentence.
- Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
- Describe objects through the use of adjectives.
- Expand vocabulary.
- Compare/Contrast language.
- Read/Respond to different types of literature.

### Math

- Use numbers to describe one or more nouns.
- Represent quantities.

### Music/Art:

- Listen to/Interpret songs in the target language.
- Design a menu.
- Illustrate recipes.
- Draw with various media.

### History

- Learn about and Discuss the food culture of Spanish speaking countries.
- Read and Discuss current events.

## Stage 2: Assessment Evidence

### Performance Task(s):

#### Quizzes

- Food Vocabulary
- Food Culture DVDs

#### Tests

- “La Comida” Food Test
  - Vocabulary
  - Comer/Beber/Gustar

#### Projects

- Food Culture Menu

### Other Evidence:

- Reading/Writing Activities
  - Spanish 1 Novice “La Comida” Packet
  - Interactive Notebook Activities
  - Dialogs
- Partner/Speaking/Collaborative Activities
  - FlipGrid
- Grammar/Vocabulary Games
  - Kahoot
  - Quizizz
  - Jamboard
  - Boom Cards
- Culture/Grammar/Vocabulary Songs & Videos
  - YouTube

# Spanish 1 Novice

<ul style="list-style-type: none"> <li>• “Gustar”/Food Jamboard Project</li> <li>• Gustar/Food Song</li> </ul>	<ul style="list-style-type: none"> <li>◦ EdPuzzle</li> <li>• Class Discussions on Cultural Topics</li> <li>• Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>◦ EdPuzzle</li> <li>◦ Kahoot</li> <li>◦ Rockalingua</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>
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## Stage 3: Learning Plan

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <ul style="list-style-type: none"> <li>• Project Based Learning <ul style="list-style-type: none"> <li>◦ Food Culture Menu</li> <li>◦ “Gustar”/Food Jamboard Project</li> <li>◦ Gustar/Food Song</li> </ul> </li> <li>• Partner/Group Activities/Learning Centers <ul style="list-style-type: none"> <li>◦ Dialogs &amp; Role Playing</li> <li>◦ TPR (Total Physical Response)</li> <li>◦ Discussions</li> <li>◦ Turn &amp; Talk</li> <li>◦ Think-Pair-Share</li> <li>◦ Jigsaw</li> <li>◦ Socrative Speed Dating</li> <li>◦ Oral Reading</li> </ul> </li> <li>• Grammar &amp; Vocabulary Games/Simulations</li> <li>• Interactive Writing/Journaling</li> <li>• Open-Ended/Targeted Questioning/Cold Call</li> <li>• Guided Notes</li> <li>• Tiered Assignments/Choice Boards</li> <li>• Culture/Grammar/Vocabulary Videos</li> <li>• Web Based Learning <ul style="list-style-type: none"> <li>◦ Kahoot</li> <li>◦ Quizizz</li> <li>◦ EdPuzzle</li> <li>◦ Flipgrid</li> <li>◦ Duolingo</li> <li>◦ Rockalingua</li> <li>◦ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>◦ Quizlet</li> <li>◦ Padlet</li> <li>◦ Boom Cards</li> </ul> </li> <li>• Do-Now &amp; Closure Activities</li> <li>• Social/Emotional Learning <ul style="list-style-type: none"> <li>◦ Interactive Writing/Journaling</li> </ul> </li> </ul>	<p><u><b>Resources:</b></u></p> <p><a href="#">2020 World Language Standards</a></p> <p><a href="#">LGBT and Disabilities Law</a></p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p><a href="#">GLSEN Educator Resources</a></p> <p><a href="#">Supporting LGBTQ Youth Resource List</a></p> <p><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities 2020 Career Readiness, Life Literacies, and Life Skills</a></p> <p><a href="#">World Language Instructional Adaptations For Students With Diverse Needs</a></p> <p>Web Based Learning</p> <p><a href="http://www.duolingo.com">www.duolingo.com</a></p> <p><a href="http://www.rockalingua.com">www.rockalingua.com</a></p> <p><a href="http://www.flipgrid.com">www.flipgrid.com</a></p>
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# Spanish 1 Novice

<ul style="list-style-type: none"> <li>o Polling/Check-ins</li> <li>o Emotional Consistency</li> <li>o Celebrate Diversity</li> <li>o Practice Mindfulness</li> <li>o Discuss/Practice Empathy</li> <li>o Incorporate Art</li> <li>o Constructive Criticism</li> <li>o Daily Greetings</li> <li>o Promote a Growth Mindset</li> <li>o Behavior/Learning Contracts</li> <li>o Provide Immediate Feedback</li> <li>o Peer Instruction</li> <li>• Analogies/Mnemonic Devices</li> <li>• Modeling/Show &amp; Tell Lessons</li> <li>• Interactive Notebook Activities/Maps</li> <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>	<a href="http://www.google.com">www.google.com</a> <a href="http://www.padlet.com">www.padlet.com</a> <a href="https://wow.boomlearning.com">https://wow.boomlearning.com</a> <a href="http://www.edpuzzle.com">www.edpuzzle.com</a> <a href="http://www.kahoot.com">www.kahoot.com</a> <a href="http://www.quizizz.com">www.quizizz.com</a> <a href="http://www.quizlet.com">www.quizlet.com</a> <a href="#">Descubre 1 Online Textbook</a>
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## 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

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"> <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/Scaffolding</li> <li>• Assignments designed to meet the</li> </ul>	<ul style="list-style-type: none"> <li>• Independent/ Small group work</li> <li>• Learning centers</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>• Tiered assignments</li> <li>• Adaptive assignments that get easier/harder</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>	<ul style="list-style-type: none"> <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> </ul>

# Spanish 1 Novice

needs of native speakers	<p>depending on how a student is performing</p> <ul style="list-style-type: none"> <li>• Varying sets of reading comprehension questions to answer</li> <li>• Focus on accuracy</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> </ul>	<p>channels: auditory, visual, kinesthetic, model</p> <ul style="list-style-type: none"> <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 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               <ul style="list-style-type: none"> <li>o Rockalingua</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <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 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               <ul style="list-style-type: none"> <li>o Duolingo</li> <li>o Rockalingua</li> </ul> </li> <li>• Alternate homework options (modify and limit questions)</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Use games and simulations</li> <li>• Use TPR (Total Physical Response)</li> <li>• Role playing, Dramatization, props for dialogs</li> <li>• Interactive writing</li> <li>• Extended time</li> <li>• Provide visual aids</li> <li>• Repeated directions</li> <li>• Differentiate based on proficiency</li> <li>• Provide word banks</li> <li>• Allow for translators, dictionaries</li> </ul>
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# Spanish 1 Novice

		<ul style="list-style-type: none"> <li>o Duolingo</li> <li>• Alternate homework options (modify and limit questions)</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Use games and simulations</li> <li>• Use TPR (Total Physical Response)</li> <li>• Role playing, Dramatization, props for dialogs</li> <li>• Interactive writing</li> </ul>	
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**Unit Title:** La Familia y La Casa (Family & Household)

## Stage 1: Desired Results

### **Standards & Indicators: Novice Low**

**Interpretive Mode of Communication:** Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

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

Performance Expectations:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

**Interpersonal Mode of Communication:** Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning

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

Performance Expectations:

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

# Spanish 1 Novice

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

**Presentational Mode of Communication:** Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

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

## Performance Expectations

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

## Career Readiness, Life Literacies and Key Skills

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

# Spanish 1 Novice

	7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	
Information and Media Literacy	<p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p>	<p>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p> <p>Media have embedded values and points of view.</p>
Technology Literacy	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>• <b>Cultures:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>• <b>Connections:</b> 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>• <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>• <b>Communities:</b> 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>		<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• What can I learn about my own language and culture from the study of others?</li> <li>• How do people describe their families and family members?</li> <li>• How are family relationships represented in a family tree?</li> <li>• How are Spanish speaking/Hispanic families similar to and/or different from American families?</li> <li>• How is “Tener” used to express age when it means “to have?”</li> <li>• Are homes in Spanish speaking countries similar to or different from homes in NJ?</li> <li>• How can I discuss my health?</li> <li>• What is it like to visit a doctor in a Spanish speaking country?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• La Familia – The Family</li> <li>• Family Trees</li> <li>• Possessive Adjectives</li> <li>• La Casa - The House</li> <li>• Tener – to have</li> <li>• El Cuerpo – The Body</li> <li>• Health and Feelings</li> </ul>		<p><b><u>Skills(Objectives): I Can...</u></b></p> <ul style="list-style-type: none"> <li>• Identify family members and family relationships,</li> <li>• Answer questions about family relationships through interpretations of family trees.</li> <li>• Create a personal family tree. Write a composition describing my family.</li> <li>• Discuss the similarities and differences between Hispanic and American family cultures.</li> </ul>

# Spanish 1 Novice

	<ul style="list-style-type: none"> <li>• State what belongs to someone through the use of possessive adjectives.</li> <li>• Identify and Describe parts of a house.</li> <li>• Illustrate my dream home and label its contents. Compose sentences describing their dream home using the verb Tener and adjectives.</li> <li>• Construct sentences using the verb Tener (to have) to state age and possession.</li> <li>• Demonstrate correct Subject/Verb, Noun/Article &amp; Noun/Adjective agreement in a sentence.</li> <li>• Create a “For-Sale” Flyer for a home.</li> <li>• Compare and Contrast houses in Spanish speaking countries with houses in NJ.</li> <li>• Identify and describe body parts.</li> <li>• Describe health concerns/ailments through the phrase “Me duele _____”</li> <li>• Read, Summarize &amp; Discuss cultural articles and topics.</li> </ul>
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## Interdisciplinary Connections:

### English

- Read texts, summarize, and infer the meaning of vocabulary.
- Assign correct punctuation in a sentence.
- Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
- Describe objects through the use of adjectives.
- Expand vocabulary.
- Compare/Contrast language.
- Read/Respond to different types of literature.

### Math

- Use numbers to describe one or more nouns.
- Represent quantities.

### Music/Art:

- Listen to/Interpret songs in the target language.
- Design a flyer.
- Illustrate dream homes.
- Draw with various media.

### Science

- Express health concerns and feelings.

### History

- Discuss the similarities and differences between Hispanic and American family cultures.
- Interpret family trees.
- Read and Discuss current events.

## Stage 2: Assessment Evidence

### Performance Task(s):

#### Quizzes

- Family Vocabulary

### Other Evidence:

- Reading/Writing Activities
  - Spanish 1 Novice “La Familia y La Casa” Packet

# Spanish 1 Novice

<ul style="list-style-type: none"> <li>• House Vocabulary</li> <li>• Body Parts Vocabulary</li> </ul> <p>Tests/Projects</p> <ul style="list-style-type: none"> <li>• Family Tree</li> <li>• Family Composition</li> <li>• House Flyer</li> </ul>	<ul style="list-style-type: none"> <li>◦ Interactive Notebook Activities</li> <li>◦ Dialogs</li> <li>• Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> <li>◦ FlipGrid</li> </ul> </li> <li>• Grammar/Vocabulary Games <ul style="list-style-type: none"> <li>◦ Kahoot</li> <li>◦ Quizizz</li> <li>◦ Jamboard</li> <li>◦ Boom Cards</li> </ul> </li> <li>• Culture/Grammar/Vocabulary Songs &amp; Videos <ul style="list-style-type: none"> <li>◦ YouTube</li> <li>◦ EdPuzzle</li> </ul> </li> <li>• Class Discussions on Cultural Topics</li> <li>• Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>◦ EdPuzzle</li> <li>◦ Kahoot</li> <li>◦ Rockalingua</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>
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## Stage 3: Learning Plan

<p><u><a href="#">Learning Opportunities/Strategies:</a></u></p> <ul style="list-style-type: none"> <li>• Project Based Learning <ul style="list-style-type: none"> <li>◦ Family Tree</li> <li>◦ Family Composition</li> <li>◦ House Flyer</li> </ul> </li> <li>• Partner/Group Activities/Learning Centers <ul style="list-style-type: none"> <li>◦ Dialogs &amp; Role Playing</li> <li>◦ TPR (Total Physical Response)</li> <li>◦ Discussions</li> <li>◦ Turn &amp; Talk</li> <li>◦ Think-Pair-Share</li> <li>◦ Jigsaw</li> <li>◦ Socrative Speed Dating</li> <li>◦ Oral Reading</li> </ul> </li> <li>• Grammar &amp; Vocabulary Games/Simulations</li> <li>• Interactive Writing/Journaling</li> <li>• Open-Ended/Targeted Questioning/Cold Call</li> <li>• Guided Notes</li> <li>• Tiered Assignments/Choice Boards</li> <li>• Culture/Grammar/Vocabulary Videos</li> <li>• Web Based Learning <ul style="list-style-type: none"> <li>◦ Kahoot</li> <li>◦ Quizizz</li> <li>◦ EdPuzzle</li> <li>◦ Flipgrid</li> </ul> </li> </ul>	<p><u><a href="#">Resources:</a></u></p> <p><u><a href="#">2020 World Language Standards</a></u></p> <p><u><a href="#">LGBT and Disabilities Law</a></u></p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p><u><a href="#">GLSEN Educator Resources</a></u></p> <p><u><a href="#">Supporting LGBTQ Youth Resource List</a></u></p> <p><u><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></u></p> <p><u><a href="#">2020 Career Readiness, Life Literacies, and Life Skills</a></u></p>
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# Spanish 1 Novice

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## **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 Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• Independent/ Small group work</li> <li>• Learning centers</li> <li>• Adjusted questioning techniques and higher order questions</li> <li>• Curriculum compacting (Pre-assessment and alternative assignments)</li> <li>• Web-based Learning</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>	<ul style="list-style-type: none"> <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> </ul>

## Spanish 1 Novice

<ul style="list-style-type: none"> <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/Scaffolding</li> <li>• Assignments designed to meet the needs of native speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Study</li> <li>• Personalized course packet with individualized enrichment materials</li> <li>• Open ended questions</li> <li>• Tiered assignments</li> <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/Scaffolding</li> </ul>	<p>enrichment materials</p> <ul style="list-style-type: none"> <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 drill and repetition</li> <li>• Use of memory aids/mnemonic devices</li> <li>• Frequently check for understanding</li> </ul>	<ul style="list-style-type: none"> <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 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 <ul style="list-style-type: none"> <li>◦ Duolingo</li> <li>◦ Rockalingua</li> </ul> </li> <li>• Alternate homework options (modify and limit questions)</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Use games and simulations</li> <li>• Use TPR (Total Physical Response)</li> <li>• Role playing, Dramatization, props for dialogs</li> </ul>
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## Spanish 1 Novice

		<ul style="list-style-type: none"> <li>• Re-teach and review requisite skills before introducing a new skill or concept</li> <li>• Learning/Behavior Contracts</li> <li>• Web-based Learning               <ul style="list-style-type: none"> <li>◦ Rockalingua</li> <li>◦ Duolingo</li> </ul> </li> <li>• Alternate homework options (modify and limit questions)</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Use games and simulations</li> <li>• Use TPR (Total Physical Response)</li> <li>• Role playing, Dramatization, props for dialogs</li> <li>• Interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive writing</li> <li>• Extended time</li> <li>• Provide visual aids</li> <li>• Repeated directions</li> <li>• Differentiate based on proficiency</li> <li>• Provide word banks</li> <li>• Allow for translators, dictionaries</li> </ul>
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## Pacing Guide

Course Name: Spanish 1 Novice	Content/Resources	Standards
<b>UNIT 1 : Greetings &amp; Small Talk</b>  Days: 35 Days  Fall Semester: <ul style="list-style-type: none"> <li>• September</li> <li>• October</li> </ul> Spring Semester: <ul style="list-style-type: none"> <li>• February</li> <li>• March</li> </ul>	<b>Chapters</b> <ul style="list-style-type: none"> <li>• Units 1A &amp; 1B</li> <li>• Corresponds with Descubre 1: Chapter 1</li> </ul> <b>Resources:</b> Reading/Writing Activities <ul style="list-style-type: none"> <li>◦ Spanish 1 Novice "Greetings &amp; Small Talk" Packet</li> <li>◦ Interactive Notebook Activities</li> <li>◦ Dialogs</li> </ul> <ul style="list-style-type: none"> <li>• Partner/Speaking/Collaborative Activities               <ul style="list-style-type: none"> <li>◦ FlipGrid</li> </ul> </li> </ul>	7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.  7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.  7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).  7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s)

# Spanish 1 Novice

	<ul style="list-style-type: none"> <li>• Grammar/Vocabulary Games             <ul style="list-style-type: none"> <li>◦ Kahoot</li> <li>◦ Quizizz</li> <li>◦ Jamboard</li> <li>◦ Boom Cards</li> </ul> </li> <li>• Culture/Grammar/Vocabulary Songs &amp; Videos             <ul style="list-style-type: none"> <li>◦ YouTube</li> <li>◦ EdPuzzle</li> </ul> </li> <li>• Class Discussions on Cultural Topics</li> <li>• Digital Resources &amp; Web Based Learning             <ul style="list-style-type: none"> <li>◦ EdPuzzle</li> <li>◦ Kahoot</li> <li>◦ Rockalingua</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> <p><b>Content:</b></p> <p>Unit 1A</p> <ul style="list-style-type: none"> <li>• Cognates (5 Days)</li> <li>• Spanish Alphabet (2 Days)</li> <li>• Greetings and Farewells (2 Days)</li> <li>• La Quinceañera (1 Day)</li> <li>• Punctuation (1 Day)</li> <li>• Spanish speaking Countries and Capitals (5 Days)</li> <li>• Numbers 1-100 (2 Days)</li> <li>• Hispanic Heritage Month (2 Day)</li> <li>• Unit 1A Review &amp; Test (2 Days)</li> </ul> <p>Unit 1B</p> <ul style="list-style-type: none"> <li>• Formal vs. Informal (2 Days)</li> <li>• Expressing Courtesy (1 Day)</li> <li>• Telling Time (3 Days)</li> <li>• Describing the Day (5 Days)             <ul style="list-style-type: none"> <li>◦ Weather</li> <li>◦ Days, Months, Seasons</li> </ul> </li> </ul>	<p>and in students' own cultures in highly contextualized oral texts</p> <p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>
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# Spanish 1 Novice

	<ul style="list-style-type: none"> <li>○ Writing the Date</li> <li>○ Numbers past 100</li> <li>● Unit 1B Review &amp; Test (2 Days)</li> </ul>	
<p>UNIT 2 : La Clase (The Classroom)</p> <p>Days: 20 Days</p> <p>Fall Semester:</p> <ul style="list-style-type: none"> <li>● October</li> <li>● November</li> </ul> <p>Spring Semester:</p> <ul style="list-style-type: none"> <li>● March</li> <li>● April</li> </ul>	<p><b>Chapters</b></p> <ul style="list-style-type: none"> <li>● La Clase (The Classroom)</li> <li>● Corresponds with Descubre 1: Chapters 1 &amp; 2</li> </ul> <p><b>Resources:</b></p> <p>Reading/Writing Activities</p> <ul style="list-style-type: none"> <li>○ Spanish 1 Novice “La Clase” Packet</li> <li>○ Interactive Notebook Activities</li> <li>○ Dialogs</li> </ul> <ul style="list-style-type: none"> <li>● Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> <li>○ FlipGrid</li> </ul> </li> <li>● Grammar/Vocabulary Games <ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ Jamboard</li> <li>○ Boom Cards</li> </ul> </li> <li>● Culture/Grammar/Vocabulary Songs &amp; Videos <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> </ul> </li> <li>● Class Discussions on Cultural Topics</li> <li>● Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>○ EdPuzzle</li> <li>○ Kahoot</li> <li>○ Rockalingua</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>	<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p>

# Spanish 1 Novice

	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• “La Clase” (The Classroom) (3 Days) <ul style="list-style-type: none"> <li>◦ Classroom Objects</li> <li>◦ Class Schedules</li> <li>◦ Schools in Spanish speaking countries</li> </ul> </li> <li>• Nouns in Spanish (5 Days) <ul style="list-style-type: none"> <li>◦ Gender/Number</li> <li>◦ Definite &amp; Indefinite Articles</li> </ul> </li> <li>• Pronouns (3 Days)</li> <li>• The verb SER (to be) (3 Days) <ul style="list-style-type: none"> <li>◦ Subject/Verb Agreement</li> <li>◦ Forming sentences in Spanish</li> </ul> </li> <li>• Using Adjectives to Describe (3 Days) <ul style="list-style-type: none"> <li>◦ Noun/Adjective Agreement</li> <li>◦ Colors</li> <li>◦ Personality Traits and Physical Appearance</li> </ul> </li> <li>• El Día de los Muertos (Day of the Dead) (3 Days)</li> </ul>	<p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>
<p>UNIT 3 : La Comida (Food)</p> <p>Days: 20 Days</p> <p>Fall Semester:</p> <ul style="list-style-type: none"> <li>• December</li> </ul> <p>Spring Semester:</p> <ul style="list-style-type: none"> <li>• May</li> </ul>	<p><b>Chapters:</b></p> <ul style="list-style-type: none"> <li>• La Comida (Food)</li> <li>• Corresponds with Descubre 1: Chapter 2</li> </ul> <p><b>Resources:</b></p> <p>Reading/Writing Activities</p> <ul style="list-style-type: none"> <li>◦ Spanish 1 Novice “La Comida” Packet</li> <li>◦ Interactive Notebook Activities</li> <li>◦ Dialogs</li> </ul> <ul style="list-style-type: none"> <li>• Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> <li>◦ FlipGrid</li> </ul> </li> <li>• Grammar/Vocabulary Games <ul style="list-style-type: none"> <li>◦ Kahoot</li> <li>◦ Quizizz</li> <li>◦ Jamboard</li> <li>◦ Boom Cards</li> </ul> </li> </ul>	<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p>

# Spanish 1 Novice

	<ul style="list-style-type: none"> <li>• Culture/Grammar/Vocabulary Songs &amp; Videos <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> </ul> </li> <li>• Class Discussions on Cultural Topics</li> <li>• Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>○ EdPuzzle</li> <li>○ Kahoot</li> <li>○ Rockalingua</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> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• “La Comida” – Food Vocabulary (5 Days)</li> <li>• Food Culture of Spanish Speaking Countries (5 Days)</li> <li>• Comer (to eat) and Beber (to drink) (2 Days)</li> <li>• Describing Flavor and Tastes (2 Days)</li> <li>• Gustar – To Like/Dislike (2 Days)</li> <li>• Menu Project (2 Days)</li> <li>• “La Comida” Review and Test (2 Days)</li> </ul>	<p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures.</p> <p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>
<p>UNIT 4 : La Familia y La Casa (Family &amp; Household)</p> <p>Days: 15 Days</p> <p>Fall Semester:</p> <ul style="list-style-type: none"> <li>• January</li> </ul>	<p><b>Chapters:</b></p> <ul style="list-style-type: none"> <li>• La Familia y La Casa (Family &amp; Household)</li> <li>• Corresponds with Descubre 1: Chapter 3</li> </ul> <p><b>Resources:</b></p> <p>Reading/Writing Activities</p>	<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p>

# Spanish 1 Novice

<p>Spring Semester:</p> <ul style="list-style-type: none"> <li>• May</li> <li>• June</li> </ul>	<ul style="list-style-type: none"> <li>○ Spanish 1 Novice “La Familia y La Casa” Packet</li> <li>○ Interactive Notebook Activities</li> <li>○ Dialogs</li> <li>• Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> <li>○ FlipGrid</li> </ul> </li> <li>• Grammar/Vocabulary Games <ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ Jamboard</li> <li>○ Boom Cards</li> </ul> </li> <li>• Culture/Grammar/Vocabulary Songs &amp; Videos <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> </ul> </li> <li>• Class Discussions on Cultural Topics</li> <li>• Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>○ EdPuzzle</li> <li>○ Kahoot</li> <li>○ Rockalingua</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> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• La Familia – The Family (5 Days) <ul style="list-style-type: none"> <li>○ Possessive Adjectives</li> </ul> </li> <li>• La Casa - The House (5 Days) <ul style="list-style-type: none"> <li>○ Tener – to have</li> </ul> </li> <li>• El Cuerpo – The Body (5 Days) <ul style="list-style-type: none"> <li>○ Health and Feelings</li> </ul> </li> </ul>	<p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>
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