World Languages/Spanish 2/10th Grade 10th grade/Spanish 2	Unit: 1 - Lesson 1 - Let's go on a trip
	Big Idea(s)/Enduring Understanding(s):How can students discuss travel preparations; talk about things needed to do at an airport, ask directions?
	Estimated Time Frame: MP1: Approx. 12 Days

CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
CORE IDEAS: 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential Questions:** ● What do people need to do to prepare for a trip? ● What routines do we partake in at the airport?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.	● **Interpretive**: Read a short story on preparing to take a trip. Answer interpretive questions on short story. Watch an authentic target language video about going through an airport. ● **Interpersonal**: In pairs, students interview one another on what they do to prepare for a trip In pairs, students interview one another on their steps of going through an airport. In pairs or with the teacher, pretend you are looking for places around town during your vacation, ask questions about where these places are and answer in spanish. ● **Presentational:** Create a Google slides presentation that you can add to your digital portfolio, where you demonstrate the steps to going through an airport. Create a Google slides presentation that you can add to your digital portfolio, where you show how you prepare for a trip.

| | ● **Interpersonal: LWBT**

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

● **Presentational: LWBT**

 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. | [Technology Standards](#)

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. |
| --- | --- | --- |

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Key "I can" statements:

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

I can present information on both very familiar and everyday topics using
a variety of practiced or memorized words, phrases, and simple sentences
through spoken, written, or signed language.

LWBT:
- Travel preparations
- Activities at an airport
- Places around town
- Direct object pronouns
- Indirect object pronouns

Standards:	Instructional Resources:	
7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	LGBTQ and Persons with Disabilities Resources: - A guide to how gender-neutral language is developing around the world - Additional LGBTQIA+ Persons with Disabilities Resources	
Assessments:	**Technology Integration:**	**Interdisciplinary Connections:**
- Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz - Summative: Reading comprehension quiz	- Google classroom - Quizlet/kahoot/youtube/Gimkit - Webquests - Listening clips with textbook - Edpuzzle	**CAREER READY PRACTICES** CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Lesson quiz Lesson test Presentations ● Benchmarks: Unit Tests Midterm Exam Final Exam ● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios		CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. ELA ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. TECHNOLOGY ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. ● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

		● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. **SOCIAL STUDIES** ● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. **VISUAL AND PERFORMING ARTS** ● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. ● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. **CAREER READINESS LIFE LITERACIES AND KEY SKILLS** ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. ● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.	
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf		

World Languages/Spanish 2/10th Grade 10th grade/Spanish 2	Unit: 1-Lesson 2 - Activities on vacation
	Big Idea(s)/Enduring Understanding(s):Where do you go on vacation and what do you do?
	Estimated Time Frame: MP1: Approx. 12 Days
CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices

CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
CORE IDEAS: 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential Questions:** ● How do you get around during vacation? ● What do you like to do on vacation?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.	● **Interpretive**: Read short dialogues about fictional families and their activities on vacation. Answer comprehension questions on dialogues about activities on vacation. Listen to authentic conversations about different events and traditions when visiting a new country. ● **Interpersonal**: In pairs, students ask and answer questions about their favorite activities to partake in during a vacation. As a whole group, students will walk to different sides of the room to decide which activities that are projected on the board they like and dislike. In small groups, write a dialogue where students pretend they are a family going on vacation and what activities they do on the trip. ● **Presentational:** Create a Google slides presentation that you can add to your digital portfolio, where you present your favorite activities that you do on vacation. Create a Google slides presentations that you can add to your digital portfolio, where you present a real-life place you have visited, and what you did while you were there. Act out a dialogue in the target language of a fictional family that is on vacation and what they are doing on the trip.

- **Interpersonal: LWBT**

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. •

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

- **Presentational: LWBT**

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

Technology Standards

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to

| | 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Key "I can" statements:

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

LWBT:
● Discuss past tense activities
● Discuss purchases for others
● Preterite verbs: -ar and ir, ser, hacer, ver and dar | open source technologies has had on innovation and on a society's economy, politics, and culture. |

Standards:	Instructional Resources:	
7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	LGBTQ and Persons with Disabilities Resources: - A guide to how gender-neutral language is developing around the world - Additional LGBTQIA+ Persons with Disabilities Resources	
Assessments:	**Technology Integration:**	**Interdisciplinary Connections:**
- Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz - Summative: Reading comprehension quiz	- Google classroom - Quizlet/kahoot/youtube/Gimkit - Webquests - Listening clips with textbook - Edpuzzle	**CAREER READY PRACTICES** CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Lesson quiz Lesson test Presentations ● Benchmarks: Unit Tests Midterm Exam Final Exam ● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios		CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. ELA ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. TECHNOLOGY ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. ● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

		● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. SOCIAL STUDIES ● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. VISUAL AND PERFORMING ARTS ● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. ● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. CAREER READINESS LIFE LITERACIES AND KEY SKILLS ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. ● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.	
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf		

World Languages/Spanish 2/10th Grade 10th grade/Spanish 2	Unit: 2-Lesson 1 - Sports, Soccer and the World Cup	
	Big Idea(s)/Enduring Understanding(s): What are some different ways we compete athletically?	
	Estimated Time Frame: MP1: Approx. 12 Days	
CORE IDEAS/Essential Questions:	**Modes of Communication Objectives and Key Concepts**	**Modes of Communication Performance Tasks and World Language Practices**
CORE IDEAS: 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential Questions:** ● What sports do you like to play? ● What are some essential parts of soccer that are important in our lives?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.	● **Interpretive**: Listen to a fictional conversation between native speakers talking about the different sports they like to play Listen to an authentic play-by-play of a real soccer game in Spanish. ● **Interpersonal**: In pairs, students will interview one another on what sports they play, sports they watch, and their favorite teams. In pairs, students will write a play by play of a fictional game in Spanish In whole group, students will walk to different sides of the room to decide which sports and teams they prefer based on what is projected on the board in Spanish. ● **Presentational:** Create a Google slides presentation where different soccer players are, show and label what each soccer player is doing in Spanish. Create Google slides presentations where different sports are presented and specific actions for each sport are labeled in spanish. Present a play by play in Spanish of a fictional soccer game from the pregame to the postgame.

- **Interpersonal: LWBT**

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

- **Presentational: LWBT**

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

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[Technology Standards](#)

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8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Key "I can" statements:

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I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

LWBT:
- Sporting events and athletes
- Staying fit and healthy
- Retell events from the past
- Using -mente adverbs
- Preterite verbs: er/ir
- Demonstrative adjectives

Standards:	Instructional Resources:	
7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	LGBTQ and Persons with Disabilities Resources: - A guide to how gender-neutral language is developing around the world - Additional LGBTQIA+ Persons with Disabilities Resources	
Assessments:	**Technology Integration:**	**Interdisciplinary Connections:**
- Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz - Summative: Reading comprehension quiz	- Google classroom - Quizlet/kahoot/youtube/Gimkit - Webquests - Listening clips with textbook - Edpuzzle	**CAREER READY PRACTICES** CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Lesson quiz Lesson test Presentations ● Benchmarks: Unit Tests Midterm Exam Final Exam ● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios		CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. ELA ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. TECHNOLOGY ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. ● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

		• 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. SOCIAL STUDIES • 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. VISUAL AND PERFORMING ARTS • 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. • 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. CAREER READINESS LIFE LITERACIES AND KEY SKILLS • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. • 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.	
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World Languages/Spanish 2/10th Grade 10th grade/Spanish 2	Unit: 2-Lesson 2 - Que vamos hacer?	
	Big Idea(s)/Enduring Understanding(s): What is daily life like in other countries?	
	Estimated Time Frame: MP1: Approx. 12 Days	
CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
CORE IDEAS: 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential Questions:** ● What is life like for the Argentine cowboy and the Colombian cafetero? ● Why is it important to have daily routines in life?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.	● **Interpretive**: Read an article on the Argentine Cowboy and answer reading comprehension questions on the article. Read article on the Colombian cafetero and answer reading comprehension questions on the article ● **Interpersonal**: In small groups, students have brief conversations on their daily routines and practices. In pairs, students interview each other on when and how they go through their morning routine. Students individually answer questions on their daily routine and then go around the room to see if other students share or differ from their answers. ● **Presentational:** Create a Google slides presentation that you can add to your digital portfolio, where you label the steps to your morning routine in Spanish. Using " me gustaría" , write a short composicion where you choose whether you prefer to be an Argentine cowboy or a Colombian cafetero and why.

	● Interpersonal: LWBT 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. **● Presentational: LWBT** 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.	[Technology Standards](#) 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

| | 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Key "I can" statements:

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

LWBT:
• Discuss daily routines
• Sequence of events
• Current activities
• Reflexive verbs
• Present progressive verbs | |
| **Standards:** | **Instructional Resources:** | |

	LGBTQ and Persons with Disabilities Resources:	
● 7.1.NH.IPRET.1 ● 7.1.NH.IPRET.2 ● 7.1.NH.IPRET.3 ● 7.1.NH.IPRET.4 ● 7.1.NH.IPRET.5 ● 7.1.NH.IPRET.6 ● 7.1.NH.IPRET.7 ● 7.1.NH.IPRET.8 ● 7.1.NH.IPERS.1 ● 7.1.NH.IPERS.2 ● 7.1.NH.IPERS.3 ● 7.1.NH.IPERS.4 ● 7.1.NH.IPERS.5 ● 7.1.NH.IPERS.6 ● 7.1.NH.PRSNT.1 ● 7.1.NH.PRSNT.2 ● 7.1.NH.PRSNT.3 ● 7.1.NH.PRSNT.4 ● 7.1.NH.PRSNT.5 ● 7.1.NH.PRSNT.6	● A guide to how gender-neutral language is developing around the world ● Additional LGBTQIA+ Persons with Disabilities Resources	

Assessments:	Technology Integration:	Interdisciplinary Connections:
● Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz ● Summative: Reading comprehension quiz Lesson quiz	● Google classroom ● Quizlet/kahoot/youtube/Gimkit ● Webquests ● Listening clips with textbook ● Edpuzzle	**CAREER READY PRACTICES** CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.

Lesson test Presentations ● Benchmarks: Unit Tests Midterm Exam Final Exam ● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios		CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. ELA ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. TECHNOLOGY ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. ● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a

		society's economy, politics, and culture. SOCIAL STUDIES ● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. VISUAL AND PERFORMING ARTS ● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. ● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. CAREER READINESS LIFE LITERACIES AND KEY SKILLS ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. ● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.	
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf		

World Languages/Spanish 2/10th Grade	Unit: 3-Lesson 1 - Clothing and Shopping
10th grade/Spanish 2	Big Idea(s)/Enduring Understanding(s):What are some of our everyday needs that don't include food?
	Estimated Time Frame: MP1: Approx. 12 Days

CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
CORE IDEAS: 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential Questions:** ● What clothes do we wear for different events? ● How do our styles differ between people?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. ● **Interpersonal: LWBT**	● **Interpretive**: Read and answer questions based upon an infographic about different fashion styles worn by modern teenagers. Read and answer questions based upon a fictional story about what students are wearing in class during a typical school day. ● **Interpersonal**: In small groups, students will write questions about what other students are wearing and then interview each other using those questions. Students will answer teacher-generated questions on what they are wearing today Students will play a guessing game with each other, describing other students in the class and then trying to guess who is being described. ● **Presentational:** Create a Google slides presentation that you can add to your digital portfolio, where students describe their ideal daily outfit in Spanish. Create a Google slides presentation that you can add to your digital portfolio, where students, describe in spanish, where they would go shopping for different types of items

	7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. ● **Presentational: LWBT** 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.	[Technology Standards](#) 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

		8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
	Key "I can" statements: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. **LWBT:** ● Clothing and shopping ● Buying for others ● Giving opinions ● Using verb Gustar ● Irregular Yo verbs ● Pronouns after prepositions	
Standards:	**Instructional Resources:**	

	LGBTQ and Persons with Disabilities Resources:	
• 7.1.NH.IPRET.1 • 7.1.NH.IPRET.2 • 7.1.NH.IPRET.3 • 7.1.NH.IPRET.4 • 7.1.NH.IPRET.5 • 7.1.NH.IPRET.6 • 7.1.NH.IPRET.7 • 7.1.NH.IPRET.8 • 7.1.NH.IPERS.1 • 7.1.NH.IPERS.2 • 7.1.NH.IPERS.3 • 7.1.NH.IPERS.4 • 7.1.NH.IPERS.5 • 7.1.NH.IPERS.6 • 7.1.NH.PRSNT.1 • 7.1.NH.PRSNT.2 • 7.1.NH.PRSNT.3 • 7.1.NH.PRSNT.4 • 7.1.NH.PRSNT.5 • 7.1.NH.PRSNT.6	• A guide to how gender-neutral language is developing around the world • Additional LGBTQIA+ Persons with Disabilities Resources	

Assessments:	Technology Integration:	Interdisciplinary Connections:
• Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz • Summative: Reading comprehension quiz Lesson quiz	• Google classroom • Quizlet/kahoot/youtube/Gimkit • Webquests • Listening clips with textbook • Edpuzzle	**CAREER READY PRACTICES** CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.

Lesson test Presentations ● Benchmarks: Unit Tests Midterm Exam Final Exam ● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios		CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. ELA ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. TECHNOLOGY ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. ● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a

		society's economy, politics, and culture. SOCIAL STUDIES ● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. VISUAL AND PERFORMING ARTS ● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. ● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. CAREER READINESS LIFE LITERACIES AND KEY SKILLS ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. ● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.	
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf		

World Languages/Spanish 2/10th Grade 10th grade/Spanish 2	Unit: 3-Lesson 2 - Shopping in different countries	
	Big Idea(s)/Enduring Understanding(s): How does shopping differ in different countries	
	Estimated Time Frame: MP1: Approx. 12 Days	
CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
CORE IDEAS: 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential Questions:** ● What are some different ways to ask for things in other countries? ● What are some essential items we can find in a marketplace in latin america?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. ● **Interpersonal: LWBT**	● **Interpretive:** Watch an authentic video of shopping in Latin America featuring basic conversation and references to cultural norms and traditions in shopping in Latin America as a whole. Read a dialogue on fictional characters shopping in a "mercado" and answer reading comprehension questions about the reading. ● **Interpersonal:** In small groups, students engage in a brief introductory conversation comparing and contrasting similarities and differences between the mercado and the supermercado in Latin America In pairs or with the teacher, pretend you are in a Spanish-speaking city and need to buy some groceries, ask and answer questions about buying and shopping in a mercado. In pairs or in small groups, students will interview one another on what they buy at either the mercado or supermercado ● **Presentational:** Create a Google slides presentation that you can add to your digital portfolio, where you categorize what you buy in Spanish in either the mercado or supermercado. Present a skit in which students will go around to different vendors to shop for different items that they need and want to know the price of. .

	7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. •	
	7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.	
	7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.	
	7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	
	7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	
	7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.	
	● **Presentational: LWBT**	
	7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.	
	7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.	
	7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.	
	7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	Technology Standards 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

	7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.	8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
		8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
	Key "I can" statements:	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed	
	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	
	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	
	LWBT: ● Continue past tense activities ● Shopping at a marketplace ● Expressions of courtesy ● Satte how long you have been doing something ● Preterite -ir verbs	
Standards:	**Instructional Resources:**	

• 7.1.NH.IPRET.1 • 7.1.NH.IPRET.2 • 7.1.NH.IPRET.3 • 7.1.NH.IPRET.4 • 7.1.NH.IPRET.5 • 7.1.NH.IPRET.6 • 7.1.NH.IPRET.7 • 7.1.NH.IPRET.8 • 7.1.NH.IPERS.1 • 7.1.NH.IPERS.2 • 7.1.NH.IPERS.3 • 7.1.NH.IPERS.4 • 7.1.NH.IPERS.5 • 7.1.NH.IPERS.6 • 7.1.NH.PRSNT.1 • 7.1.NH.PRSNT.2 • 7.1.NH.PRSNT.3 • 7.1.NH.PRSNT.4 • 7.1.NH.PRSNT.5 • 7.1.NH.PRSNT.6	LGBTQ and Persons with Disabilities Resources: • A guide to how gender-neutral language is developing around the world • Additional LGBTQIA+ Persons with Disabilities Resources	

Assessments:	Technology Integration:	Interdisciplinary Connections:

• Formative:
  Note taking,
  Choral Repetition
  Listening/reading comprehension
  Exit Slips
  Partner dialogues
  Question/Answer
  Vocabulary quiz
  Grammar quiz
 	
• Summative:
  Reading comprehension quiz
  Lesson quiz
  Lesson test
	• Google classroom
	• Quizlet/kahoot/youtube/Gimkit
	• Webquests
	• Listening clips with textbook
	• Edpuzzle
		CAREER READY PRACTICES
		
		CRP1. Act as a responsible and contributing citizen and employee.
		CRP2. Apply appropriate academic and technical skills.
		CRP3. Attend to personal health and financial well-being.
		CRP4. Communicate clearly and effectively and with reason.
		CRP5. Consider the environmental, social and economic impacts of decisions.
		CRP6. Demonstrate creativity and innovation.
		CRP7. Employ valid and reliable research strategies.
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
		CRP9. Model integrity, ethical leadership and effective management.

Presentations ● Benchmarks: Unit Tests Midterm Exam Final Exam ● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios		CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. ELA ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. TECHNOLOGY ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. ● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a

		society's economy, politics, and culture.
		SOCIAL STUDIES
		● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
		VISUAL AND PERFORMING ARTS
		● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. ● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
		CAREER READINESS LIFE LITERACIES AND KEY SKILLS
		● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
		● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.	
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf		

World Languages/Spanish 2/10th Grade 10th grade/Spanish 2	Unit: 4-Lesson 1 - Narrating past events and stories	
	Big Idea(s)/Enduring Understanding(s): How can we learn from the past to better our future?	
	Estimated Time Frame: MP1: Approx. 12 Days	
CORE IDEAS/Essential Questions:	**Modes of Communication Objectives and Key Concepts**	**Modes of Communication Performance Tasks and World Language Practices**
CORE IDEAS: 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential Questions:** ● What are some traditions and stories unique to the past? ● How can stories of the past inspire us in the present?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. ● **Interpersonal: LWBT**	● **Interpretive**: Read teacher-generated fictional stories about ancient heroes and villains and answer reading comprehension questions about the story. Interpret an infographic about life in Ancient Greece in Spanish and compare it to everyday life in modern society. ● **Interpersonal**: In pairs, students will write a fictional story using ancient heroes and villains. In pairs, students will use the preterite tense to describe things they did last year. In pairs, students will use the imperfect tense to describe things they did as a young child without giving a specific age or a specific time. ● **Presentational:** Create a Google slides presentation that you can add to your digital portfolio, where you demonstrate things you used to do as a kid Present a skit where students will play a different ancient character in a story using the target language and the preterite and imperfect tense. Technology Standards

	7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. •

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

● **Presentational: LWBT**

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. | 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. |

	7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. **Key "I can" statements:** I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. **LWBT:** ● Uses of preterite and Imperfect tenses ● Retell stories from the past ● Describe people, places and things ● Past participles	
Standards:	**Instructional Resources:**	

	LGBTQ and Persons with Disabilities Resources:	
7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	- A guide to how gender-neutral language is developing around the world - Additional LGBTQIA+ Persons with Disabilities Resources	

Assessments:	Technology Integration:	Interdisciplinary Connections:
- Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz - Summative: Reading comprehension quiz	- Google classroom - Quizlet/kahoot/youtube/Gimkit - Webquests - Listening clips with textbook - Edpuzzle	**CAREER READY PRACTICES** CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Lesson quiz Lesson test Presentations ● Benchmarks: Unit Tests Midterm Exam Final Exam ● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios		CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. ELA - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. - NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. TECHNOLOGY 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

| | | ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

SOCIAL STUDIES

● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

VISUAL AND PERFORMING ARTS

● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.

CAREER READINESS LIFE LITERACIES AND KEY SKILLS

● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities |
|---|---|---|
| **Differentiation Strategies:** | Notes: Authentic resources must be used throughout to meet the standards. | |
| **Accommodations & Modifications:** | | |
| ELL * 504* GATE * IEP * At Risk | | |
| **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** | | |
| ELL Resources | | |
| http://www.nj.gov/education/cccs/2014/wl/glossary.pdf | | |

World Languages/Spanish 2/10th Grade	Unit: 4-Lesson 2 - Early Civilizations and modern cities
10th grade/Spanish 2	Big Idea(s)/Enduring Understanding(s): How can learning about our past help us in our present?
	Estimated Time Frame: MP1: Approx. 12 Days

CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
CORE IDEAS: 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential Questions:** ● What were some ancient civilizations in Mexico like? ● What are some modern cities in Mexico like?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.	● **Interpretive:** Sentence completion with preterite verbs of -car, -gar, -zar Listening/reading comprehension story about early civilizations in target language ● **Interpersonal:** In small groups, students will talk about the differences between modern cities and early civilizations In pairs, students will ask and answer questions on what is part of early civilization versus what can be found in modern cities. Individually, students will answer teacher-generated questions on whether specific things and events are part of early civilization or moder cities ● **Presentational:** Create a Google slides presentation that you can add to your digital portfolio, where you present advances that have occurred from ancient civilization until now; comparing and contrasting different objects and events unique to each. Create a postcard from an ancient civilization detailing things they have done using the preterite tense

- **Interpersonal: LWBT**

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. •

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

- **Presentational: LWBT**

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

[Technology Standards](#)
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Key "I_can" statements:

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

LWBT:
- Describe early civilizations and their activities
- Compare and contrast a modern city
- Ask for and give directions
- Spell changing verbs in the preterite
- Preterite of - car, -gar- and -zar
- More irregular preterite verbs

Standards:	**Instructional Resources:**	

	LGBTQ and Persons with Disabilities Resources:	
7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	[A guide to how gender-neutral language is developing around the world](#) [Additional LGBTQIA+ Persons with Disabilities Resources](#)	

Assessments:	Technology Integration:	Interdisciplinary Connections:
- Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz - Summative: Reading comprehension quiz	- Google classroom - Quizlet/kahoot/youtube/Gimkit - Webquests - Listening clips with textbook	**CAREER READY PRACTICES** CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Lesson quiz
Lesson test
Presentations

- Benchmarks:
Unit Tests
Midterm Exam
Final Exam

- Alternative:
Blog
Performance task
Realia based activity
Take home exams
Student portfolios

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

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

ELA
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

TECHNOLOGY

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

		● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. SOCIAL STUDIES ● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. VISUAL AND PERFORMING ARTS ● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. ● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. CAREER READINESS LIFE LITERACIES AND KEY SKILLS ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. ● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities

Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf	

World Languages/Spanish 2/10th Grade 10th grade/Spanish 2	Unit: 5 -Lesson 1 - What are the relationships between traditions and food?	
	Big Idea(s)/Enduring Understanding(s):What are the different parts that go into making a meal?	
	Estimated Time Frame: MP1: Approx. 12 Days	
CORE IDEAS/Essential Questions:	**Modes of Communication Objectives and Key Concepts**	**Modes of Communication Performance Tasks and World Language Practices**
CORE IDEAS: 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential Questions:** ● What are the different ingredients that go into cooking a meal? ● What are different ways of cooking and giving flavor to our food?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.	● **Interpretive**: Read short dialogues about people shopping in a supermarket List ingredients needed for different meals Identify and state if you like/dislike an ingredient and why ● **Interpersonal**: In pairs, students practice being a worker and a customer, asking and answering questions in Spanish In pairs, students engage in a brief introductory conversation talking about their favorite foods ● **Presentational:** Create a Google slides presentation that you can add to your digital portfolio, where you demonstrate the differences between a market and a supermarket Create a simple recipe for others to follow in the target language

	● **Interpersonal: LWBT** 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. ● **Presentational: LWBT** 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	[Technology Standards](#) 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Key "I can" statements:

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

LWBT:
- Identify and describe ingredients and food preparation
- Follow recipes
- Give instructions and make suggestions
- Adjectives -isimo
- usted/ustedes commands
- Pronoun placement with commands

Standards:	**Instructional Resources:**	

• 7.1.NH.IPRET.1
• 7.1.NH.IPRET.2
• 7.1.NH.IPRET.3
• 7.1.NH.IPRET.4
• 7.1.NH.IPRET.5
• 7.1.NH.IPRET.6
• 7.1.NH.IPRET.7
• 7.1.NH.IPRET.8
• 7.1.NH.IPERS.1
• 7.1.NH.IPERS.2
• 7.1.NH.IPERS.3
• 7.1.NH.IPERS.4
• 7.1.NH.IPERS.5
• 7.1.NH.IPERS.6
• 7.1.NH.PRSNT.1
• 7.1.NH.PRSNT.2
• 7.1.NH.PRSNT.3
• 7.1.NH.PRSNT.4
• 7.1.NH.PRSNT.5
• 7.1.NH.PRSNT.6
	LGBTQ and Persons with Disabilities Resources:
	  • A guide to how gender-neutral language is developing around the world
	  • Additional LGBTQIA+ Persons with Disabilities Resources	

Assessments:	**Technology Integration:**	**Interdisciplinary Connections:**
• Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz • Summative: Reading comprehension quiz Lesson quiz Lesson test Presentations	• Google classroom • Quizlet/kahoot/youtube/Gimkit • Webquests • Listening clips with textbook • Edpuzzle	**CAREER READY PRACTICES** CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity.

		CRP12. Work productively in teams while using cultural global competence.
- Benchmarks: Unit Tests Midterm Exam Final Exam - Alternative: Blog Performance task Realia based activity Take home exams Student portfolios		ELA - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. - NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. TECHNOLOGY 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

		SOCIAL STUDIES
		● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
		VISUAL AND PERFORMING ARTS
		● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
		● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
		CAREER READINESS LIFE LITERACIES AND KEY SKILLS
		● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
		● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities

Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.
Accommodations & Modifications:	
ELL * 504* GATE * IEP * At Risk	
GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies	
ELL Resources	
http://www.nj.gov/education/cccs/2014/wl/glossary.pdf	

World Languages/Spanish 2/10th Grade 10th grade/Spanish 2	Unit: 5-Lesson 2 - Ordering in a restaurant
	Big Idea(s)/Enduring Understanding(s): What are the different ways we can express ourselves when ordering a meal?
	Estimated Time Frame: MP1: Approx. 12 Days

CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
CORE IDEAS: 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential Questions:** ● What are the different ways we can order in a restaurant? ● What are the different courses we can order and how do we order them?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. ● **Interpersonal: LWBT**	● **Interpretive**: Read short dialogues with people ordering food in a restaurant. Label utensils needed depending on the meal being served Respond to short answer questions about personal preferences ● **Interpersonal**: In pairs, students practice being a waiter and a patron. They will ask and answer questions in Spanish about ordering in a restaurant. In pairs, students engage in a brief introductory conversation about their favorite meals of the day ● **Presentational:** Create a Google slides presentation that you can add to your digital portfolio, where you demonstrate an ideal menu incorporating all foods, drinks, and meals. Create a radio ad for your favorite restaurant, include specialties, food preparation and comment on the service

	7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. ● **Presentational: LWBT** 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	Technology Standards 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Key "I can" statements:

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

LWBT:
- Order meals in a restaurant
- Discuss meal preferences
- Describe food and services
- Use affirmative and negative words
- Double object pronouns

Standards:	Instructional Resources:

• 7.1.NH.IPRET.1 • 7.1.NH.IPRET.2 • 7.1.NH.IPRET.3 • 7.1.NH.IPRET.4 • 7.1.NH.IPRET.5 • 7.1.NH.IPRET.6 • 7.1.NH.IPRET.7 • 7.1.NH.IPRET.8 • 7.1.NH.IPERS.1 • 7.1.NH.IPERS.2 • 7.1.NH.IPERS.3 • 7.1.NH.IPERS.4 • 7.1.NH.IPERS.5 • 7.1.NH.IPERS.6 • 7.1.NH.PRSNT.1 • 7.1.NH.PRSNT.2 • 7.1.NH.PRSNT.3 • 7.1.NH.PRSNT.4 • 7.1.NH.PRSNT.5 • 7.1.NH.PRSNT.6	LGBTQ and Persons with Disabilities Resources: 　　• A guide to how gender-neutral language is developing around the world 　　• Additional LGBTQIA+ Persons with Disabilities Resources	

Assessments:	Technology Integration:	Interdisciplinary Connections:
• Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz • Summative: Reading comprehension quiz Lesson quiz	• Google classroom • Quizlet/kahoot/youtube/Gimkit • Webquests • Listening clips with textbook • Edpuzzle	**CAREER READY PRACTICES** CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.

Lesson test Presentations ● Benchmarks: Unit Tests Midterm Exam Final Exam ● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios		CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. ELA ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. TECHNOLOGY ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. ● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a

		society's economy, politics, and culture.
		SOCIAL STUDIES
		• 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
		VISUAL AND PERFORMING ARTS
		• 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
		• 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
		CAREER READINESS LIFE LITERACIES AND KEY SKILLS
		• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
		• 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities

Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.
Accommodations & Modifications:	
ELL * 504* GATE * IEP * At Risk	
GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies	
ELL Resources	
http://www.nj.gov/education/cccs/2014/wl/glossary.pdf	

World Languages/Spanish 2/10th Grade	Unit: 6-Lesson 1 - Movies and moviemaking
10th grade/Spanish 2	Big Idea(s)/Enduring Understanding(s): How can we use technology and film to tell a story?
	Estimated Time Frame: MP1: Approx. 12 Days

CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
CORE IDEAS: 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential Questions:** ● What are some of the most important parts to making a movie? ● How can we effectively communicate with someone when we want to tell them what to do?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. ● **Interpersonal: LWBT**	● **Interpretive**: Read a short story about people making movies. Read a short dialogue about movie critics talking about their favorite movies Mix and match new vocabulary terms with definitions ● **Interpersonal**: In pairs or small groups, students create a dialogue between a director and his crew of actors. In pairs, students engage in a brief introductory conversation about their favorite types of movies and shows Using Tu Commands, tell each other what to do to succeed in different teacher-made scenarios ● **Presentational:** Create a Google slides presentation that you can add to your digital portfolio, where you display your favorite types of movies and shows In a google doc, offer tips on how to improve your grades in BHS or how to behave appropriately at BHS, use Affirmative and Negative Tu Commands

	7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. •	
	7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.	
	7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.	
	7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	
	7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	
	7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.	
	● **Presentational: LWBT**	[Technology Standards](#) 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
	7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.	8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
	7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.	
	7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
	7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy,

	7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.	politics, and culture.
	Key "I can" statements: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. **LWBT:** • Tell others what to do and not to do • Discuss movies and how they affect us • Vamos + a + infinitive structure • Affirmative Tu commands • Negative Tu Commands	
Standards:	**Instructional Resources:**	

• 7.1.NH.IPRET.1 • 7.1.NH.IPRET.2 • 7.1.NH.IPRET.3 • 7.1.NH.IPRET.4 • 7.1.NH.IPRET.5 • 7.1.NH.IPRET.6 • 7.1.NH.IPRET.7 • 7.1.NH.IPRET.8 • 7.1.NH.IPERS.1 • 7.1.NH.IPERS.2 • 7.1.NH.IPERS.3 • 7.1.NH.IPERS.4 • 7.1.NH.IPERS.5 • 7.1.NH.IPERS.6 • 7.1.NH.PRSNT.1 • 7.1.NH.PRSNT.2 • 7.1.NH.PRSNT.3 • 7.1.NH.PRSNT.4 • 7.1.NH.PRSNT.5 • 7.1.NH.PRSNT.6	LGBTQ and Persons with Disabilities Resources: • A guide to how gender-neutral language is developing around the world • Additional LGBTQIA+ Persons with Disabilities Resources	

Assessments:	Technology Integration:	Interdisciplinary Connections:
• Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz • Summative: Reading comprehension quiz Lesson quiz	• Google classroom • Quizlet/kahoot/youtube/Gimkit • Webquests • Listening clips with textbook • Edpuzzle	**CAREER READY PRACTICES** CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.

Lesson test Presentations ● Benchmarks: Unit Tests Midterm Exam Final Exam ● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios		CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. ELA ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. TECHNOLOGY ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. ● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a

		society's economy, politics, and culture. SOCIAL STUDIES ● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. VISUAL AND PERFORMING ARTS ● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. ● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. CAREER READINESS LIFE LITERACIES AND KEY SKILLS ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. ● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities

Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf	

World Languages/Spanish 2/10th Grade 10th grade/Spanish 2	**Unit**: 6 -Lesson 2 - Talking about the future	
	Big Idea(s)/Enduring Understanding(s): How do we extend invitations to others?	
	Estimated Time Frame: MP1: Approx. 12 Days	
CORE IDEAS/Essential Questions:	**Modes of Communication Objectives and Key Concepts**	**Modes of Communication Performance Tasks and World Language Practices**
CORE IDEAS: 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential Questions:** ● How can we best express our plans for the future ● How can we use technology to improve our communication about our future plans?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.	● **Interpretive**: List expressions needed to invite others to an event Read short dialogues with people talking about their weekend plans. Listen to authentic speaker conversations talking about a future vacation. ● **Interpersonal**: In pairs, students practice talking about their weekend. In pairs or small groups, students engage in conversation about a future party that they will be attending. In pairs or with the teacher, pretend you will be attending an award show or gala and talk about what you will be wearing and doing. ● **Presentational:** Create a Google slides presentation that you can add to your digital portfolio, where you demonstrate what activities or actions you will be engaging in, for your future career choice. In a google doc, share with others what hopes you have for a performance/movie that you are going to go see soon

- **Interpersonal: LWBT**

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. •

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

- **Presentational: LWBT**

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

	7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.	 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
	Key "I_can" statements: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. **LWBT:** ● Make future plans ● Express hopes and wishes ● Influence others ● Extend and respond to invitations ● Discuss technology ● Subjunctive with Ojala ● Spell changing verbs in the subjunctive ● Irregular subjunctive	
Standards:	**Instructional Resources:**	

	LGBTQ and Persons with Disabilities Resources:	
7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	- A guide to how gender-neutral language is developing around the world - Additional LGBTQIA+ Persons with Disabilities Resources	

Assessments:	Technology Integration:	Interdisciplinary Connections:
- Formative: Note taking Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz - Summative: Reading comprehension quiz	- Google classroom - Quizlet/kahoot/youtube/Gimkit - Webquests - Listening clips with textbook	**CAREER READY PRACTICES** CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Lesson quiz Lesson test Presentations ● Benchmarks: Unit Tests Midterm Exam Final Exam ● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios		CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. ELA ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. TECHNOLOGY ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. ● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

		● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. SOCIAL STUDIES ● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. VISUAL AND PERFORMING ARTS ● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. ● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. CAREER READINESS LIFE LITERACIES AND KEY SKILLS ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. ● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.	
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf		

World Languages/Spanish 2/10th Grade	Unit: 7 -Lesson 1 - Talking about different mediums for communication
10th grade/Spanish 2	Big Idea(s)/Enduring Understanding(s): How do school newspapers reflect school-related issues?
	Estimated Time Frame: MP1: Approx. 12 Days

CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
CORE IDEAS: 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential Questions:** ● How can school-related activities create greater communication? ● How can we express things that are uncertain to happen and that should happen?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.	● **Interpretive**: Read a short story about a reporter covering a breaking news story for a newspaper. Watch an authentic news report from a Spanish news station covering world events. ● **Interpersonal**: In pairs, students take turns interviewing one another as a reporter and a celebrity/athlete/musician In pairs, students engage in a conversation regarding the different mediums in which they prefer to receive their information. Give students fake name tags, pairs or trios of students have a brief conversation, taking turns being new students and returning students, with the new students asking questions about school-related activities and the returning students describing those school-related activities. ● **Presentational:** Create a Google slides presentation that you can add to your digital portfolio, where you demonstrate all different after school clubs and activities available to students. In a google doc, state opinions about school related issues

● **Interpersonal: LWBT**

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

● **Presentational: LWBT**

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

Technology Standards
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

| | 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Key "I can" statements:

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

LWBT:
● Discuss school related issues
● State and respond to opinions
● Present logical and persuasive arguments
● Subjunctive with Impersonal Expressions
● Por vs Para | |
| **Standards:** | **Instructional Resources:** | |

7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	LGBTQ and Persons with Disabilities Resources: - A guide to how gender-neutral language is developing around the world - Additional LGBTQIA+ Persons with Disabilities Resources	

Assessments:	Technology Integration:	Interdisciplinary Connections:
- Formative: Note taking Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz - Summative: Reading comprehension quiz Lesson quiz Lesson test	- Google classroom - Quizlet/kahoot/youtube/Gimkit - Webquests - Edpuzzle - Listening clips with textbook	**CAREER READY PRACTICES** CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals.

Presentations ● Benchmarks: Unit Tests Midterm Exam Final Exam ● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios		CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. ELA ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. TECHNOLOGY ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. ● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

SOCIAL STUDIES

- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

VISUAL AND PERFORMING ARTS

- 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
- 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.

CAREER READINESS LIFE LITERACIES AND KEY SKILLS

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities

Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf	

| **World Languages/Spanish 2/10th Grade** 10th grade/Spanish 2 | **Unit**: 7 -Lesson 2 - Talking about family and extended family |

	Big Idea(s)/Enduring Understanding(s): Somos familia – How do we describe our family?	
	Estimated Time Frame: MP1: Approx. 12 Days	
CORE IDEAS/Essential Questions:	**Modes of Communication Objectives and Key Concepts**	**Modes of Communication Performance Tasks and World Language Practices**
CORE IDEAS: 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential Questions:** ● How are some ways in which families grow? ● How can we compare qualities of people and quantities of things?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. ● **Interpersonal: LWBT**	● **Interpretive**: Read short story about a family in latin america and answer comprehension questions on the story. Investigate how family and extended-family differ in the United States and Latin America. Watch a documentary in Spanish about a typical everyday Mexican family. ● **Interpersonal**: In pairs or small groups, students write a dialogue about a typical Hispanic family and their normal daily routine. In pairs, students engage in a conversation talking about members of their family or extended family. In pairs, students will ask questions and interview their partner about different family members and their characteristics. ● **Presentational:** Create a Google slides presentation that you can add to your digital portfolio, where you show your family and extended family as well as talking about their different characteristics Google slides presentation-Compare and contrast family members and share with a small group

	7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. ● **Presentational: LWBT** 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.	[Technology Standards](#) 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

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I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences   through spoken, written, or signed language.

LWBT:
- Identify and explain relationships
- Compare personalities, attitudes and appearance
- Comparatives
- Superlatives

Standards:

Instructional Resources:

7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	LGBTQ and Persons with Disabilities Resources: - A guide to how gender-neutral language is developing around the world - Additional LGBTQIA+ Persons with Disabilities Resources	

Assessments:	**Technology Integration:**	**Interdisciplinary Connections:**
- Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz - Summative: Reading comprehension quiz Lesson quiz Lesson test	- Google classroom - Quizlet/kahoot/youtube/Gimkit - Webquests - Listening clips with textbook - Edpuzzle	**CAREER READY PRACTICES** CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals.

Presentations ● Benchmarks: Unit Tests Midterm Exam Final Exam ● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios		CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. ELA ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. TECHNOLOGY ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. ● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

		SOCIAL STUDIES
		• 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
		VISUAL AND PERFORMING ARTS
		• 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. • 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
		CAREER READINESS LIFE LITERACIES AND KEY SKILLS
		• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. • 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.	
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf		

World Languages/Spanish 2/10th Grade 10th grade/Spanish 2	**Unit**: 8 -Lesson 1 - The environment and us

	Big Idea(s)/Enduring Understanding(s): How can we help the environment?	
	Estimated Time Frame: MP1: Approx. 12 Days	
CORE IDEAS/Essential Questions:	**Modes of Communication Objectives and Key Concepts**	**Modes of Communication Performance Tasks and World Language Practices**
CORE IDEAS: 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential Questions:** ● What are problems currently affecting the environment? ● Where and how can we volunteer?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. ● **Interpersonal: LWBT**	● **Interpretive**: Read about environmental concerns and list ways to help Listen to others expressing concerns and answer comprehension questions State truths and misleading information using impersonal expressions ● **Interpersonal**: In pairs or small groups, share a quick survey to see if you already help take care of the environment In pairs, students engage in a conversation talking about our current environmental issues In pairs, students will ask questions and interview their partner about how much help they are in their households using impersonal expressions ● **Presentational:** Create a Google slides presentation that you can add to your digital portfolio, where you research and present information about endangered species and what solutions are in place to help In a google doc, answer comprehension questions about where you will be going to on vacation and share your answers with the class Technology Standards

	7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. ● **Presentational: LWBT** 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

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I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

LWBT:
- Express what id truthful or not
- Environmental problems and solutions
- Discuss future actions and events
- Impersonal Expressions
- Future tense verbs

Standards:	Instructional Resources:

7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	LGBTQ and Persons with Disabilities Resources: - A guide to how gender-neutral language is developing around the world - Additional LGBTQIA+ Persons with Disabilities Resources	

Assessments:	Technology Integration:	Interdisciplinary Connections:
- Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz - Summative: Reading comprehension quiz Lesson quiz	- Google classroom - Quizlet/kahoot/youtube/Gimkit - Webquests - Listening clips with textbook - Edpuzzle	**CAREER READY PRACTICES** CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.

Lesson test Presentations ● Benchmarks: Unit Tests Midterm Exam Final Exam ● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios		CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. ELA ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. TECHNOLOGY ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. ● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a

		society's economy, politics, and culture.
		SOCIAL STUDIES
		● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
		VISUAL AND PERFORMING ARTS
		● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. ● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
		CAREER READINESS LIFE LITERACIES AND KEY SKILLS
		● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
		● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.	
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf		

World Languages/Spanish 2/10th Grade 10th grade/Spanish 2	**Unit**: 8 -Lesson 2 - Talking about the future
	Big Idea(s)/Enduring Understanding(s): What careers interest us?
	Estimated Time Frame: MP1: Approx. 12 Days

CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
CORE IDEAS: 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential Questions:** - What professions are we interested in? - How do people react to future actions and events?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. ● **Interpersonal: LWBT**	● **Interpretive**: Read short story about different professional and qualities they possess Investigate how similar and different some career choices can be Identify the professional based on what activities they do in their daily life ● **Interpersonal**: In pairs or small groups, students discuss if they would like/not like to be a certain professions and why In pairs, students engage in a conversation about what their lives will be in 5 years from now, using the future tense In pairs, students will ask questions and interview their partner about a profession of their choice and what they will have to do, wear, act like, etc ● **Presentational:** Create a Google slides presentation that you can add to your digital portfolio, where you show what your daily routine will be like when you are a professional Google doc- Create 10 Guess What/Guess who) questions and in a small group others will guess what profession interests you based on the activities you have mentioned

	7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. ● **Presentational: LWBT** 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	Technology Standards 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

	7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
	
	Key "I can" statements:
	
	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed
	
	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
	
	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
	
	LWBT:
	  ● Different professions
	  ● Predict future events and people's actions
	  ● Ask and respond to personal questions
	  ● Impersonal se
	  ● Future tense of irregular verbs
	  ● pronouns	

Standards:	**Instructional Resources:**	

• 7.1.NH.IPRET.1
• 7.1.NH.IPRET.2
• 7.1.NH.IPRET.3
• 7.1.NH.IPRET.4
• 7.1.NH.IPRET.5
• 7.1.NH.IPRET.6
• 7.1.NH.IPRET.7
• 7.1.NH.IPRET.8
• 7.1.NH.IPERS.1
• 7.1.NH.IPERS.2
• 7.1.NH.IPERS.3
• 7.1.NH.IPERS.4
• 7.1.NH.IPERS.5
• 7.1.NH.IPERS.6
• 7.1.NH.PRSNT.1
• 7.1.NH.PRSNT.2
• 7.1.NH.PRSNT.3
• 7.1.NH.PRSNT.4
• 7.1.NH.PRSNT.5
• 7.1.NH.PRSNT.6
	LGBTQ and Persons with Disabilities Resources:
	    • A guide to how gender-neutral language is developing around the world
	    • Additional LGBTQIA+ Persons with Disabilities Resources	

Assessments:	Technology Integration:	Interdisciplinary Connections:
• Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz • Summative: Reading comprehension quiz	• Google classroom • Quizlet/kahoot/youtube/Gimkit • Webquests • Listening clips with textbook • Edpuzzle	**CAREER READY PRACTICES** CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Lesson quiz Lesson test Presentations ● Benchmarks: Unit Tests Midterm Exam Final Exam ● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios		CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. ELA ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. TECHNOLOGY ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. ● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

		● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. SOCIAL STUDIES ● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. VISUAL AND PERFORMING ARTS ● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. ● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. CAREER READINESS LIFE LITERACIES AND KEY SKILLS ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. ● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.	
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf		