| World Languages/Spanish 4 Honors/11th-12th Grade 11-12th grade/Spanish 4H | Unit 1/Lesson 1: En busca de trabajo |
| --- | --- |
| | Big Idea(s)/Enduring Understanding(s): How do we apply for a job? |
| | Estimated Time Frame: Approx. 10 Days |

| CORE IDEAS/Essential Questions: | Modes of Communication Objectives and Key Concepts | Modes of Communication Performance Tasks and World Language Practices |
| --- | --- | --- |
| **CORE IDEAS:**<br><br>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.<br><br>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals<br><br>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.<br><br>**Essential Questions:**<br><br>● How do we fill out a job application?<br><br>● What happens during a job interview? | ● **Interpretive: LWBT**<br><br>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.<br><br>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.<br><br>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.<br><br>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.<br><br>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.<br><br>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.<br><br>● **Interpersonal: LWBT**<br><br>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. | ● **Interpretive**:<br><br>Read short text about asking for a job and the process of interviewing<br><br>Listen to Éxito en el trabajo and answer comprehension questions<br><br>Analyze a job application and experience, then compare with your own<br><br>● **Interpersonal**:<br><br>In pairs, students practice new vocabulary terms during an interview process<br><br>In pairs, students engage in a brief conversation about an interview they had in different businesses<br><br>Play a guessing game about professions based on obligations<br><br>● **Presentational:**<br><br>Create your resume for a job posting<br><br>Create an email to a friend describing what happened during the interview for a job<br><br>Google slides presentation with a group creating an episode for a soap opera called, "Intriga en la Oficina" |

| | | |
|---|---|---|
| | 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

- **Presentational: LWBT**

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. |

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.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.<br><br>**Key "I can" statements:**<br><br>I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.<br><br>I can present personal information about my life, activities and events, using simple sentences.<br><br>**LWBT:**<br>• Talk about work in an office<br>• Ask and answer work related questions<br>• Differentiate between Ser and Estar verbs<br>• Use Direct and Indirect object pronouns |

| **Standards:** | **Instructional Resources:** |
|---|---|
| • 7.1.IM.IPRET.1<br>• 7.1.IM.IPRET.2<br>• 7.1.IM.IPRET.3<br>• 7.1.IM.IPRET.4<br>• 7.1.IM.IPRET.5<br>• 7.1.IM.IPRET.6<br>• 7.1.IM.IPRET.7<br>• 7.1.IM.IPRET.8<br>• 7.1.IM.IPRET.9<br>• 7.1.IM.IPERS.1<br>• 7.1.IM.IPERS.2<br>• 7.1.IM.IPERS.3<br>• 7.1.IM.IPERS.4 | LGBTQ and Persons with Disabilities Resources:<br>• A guide to how gender-neutral language is developing around the world<br>• Additional LGBTQIA+ Persons with Disabilities Resources |

| | | |
|---|---|---|
| <ul><li>7.1.IM.IPERS.5</li><li>7.1.IM.IPERS.6</li><li>7.1.IM.PRSNT.1</li><li>7.1.IM.PRSNT.2</li><li>7.1.IM.PRSNT.3</li><li>7.1.IM.PRSNT.4</li><li>7.1.IM.PRSNT.5</li><li>7.1.IM.PRSNT.6</li><li>7.1.IM.PRSNT.7</li></ul>. | | |
| **Assessments:** | **Technology Integration:** | **Interdisciplinary Connections:** |
| <ul><li>Formative:<br>Note taking,<br>Choral Repetition<br>Listening/reading comprehension<br>Exit Slips<br>Partner dialogues<br>Question/Answer<br>Vocabulary quiz<br>Grammar quiz</li><li>Summative:<br>Reading comprehension quiz<br>Lesson quiz<br>Lesson test<br>Presentations</li><li>Benchmarks:<br>Unit Tests<br>Midterm Exam<br>Final Exam</li><li>Alternative:<br>Blog<br>Performance task<br>Realia based activity<br>Take home exams<br>Student portfolios</li></ul> | <ul><li>Google classroom</li><li>Quizlet/kahoot/youtube/Gimkit</li><li>Webquests</li><li>Listening clips with textbook</li><li>EDpuzzle</li></ul> | **CAREER READY PRACTICES**<br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence.<br><br>ELA<br><ul><li>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>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.</li><li>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on</li></ul> |

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 4Honors/11th-12th Grade 11th-12th grade/Spanish 4H | Unit 1/Lesson 2: Comunicandose en el trabajo |
|---|---|
| | **Big Idea(s)/Enduring Understanding(s)**: How do we communicate with others in the work place? |
| | **Estimated Time Frame:  Approx. 10 Days** |

| CORE IDEAS/Essential Questions: | Modes of Communication Objectives and Key Concepts | Modes of Communication Performance Tasks and World Language Practices |
|---|---|---|
| **CORE IDEAS:**<br><br>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.<br><br>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals<br><br>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | ● **Interpretive: LWBT**<br><br>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.<br><br>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. | ● **Interpretive**:<br><br>Learn vocabulary needed to discuss communication in the workplace<br><br>Play quizlet for understanding of new definitions<br><br>Listen to Jose Luis discuss what happened his first week at the office<br><br>● **Interpersonal**:<br><br>In pairs, students practice new vocabulary terms from different company emails |

| **Essential Questions:**<br><br>● What characteristics are needed to be successful in the workplace?<br><br>● How do we communicate with others appropriately? | 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.<br><br>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.<br><br>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.<br><br>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.<br><br>● **Interpersonal: LWBT**<br><br>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.<br><br>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.<br><br>7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.<br><br>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.<br><br>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.<br><br>● **Presentational: LWBT**<br>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to | Students engage in a conversation about job posting requirements<br><br>Groups of students will share professional etiquette and expectations in the workforce<br><br>● **Presentational:**<br><br>Create an email to a friend about proper actions that take place in an office setting<br><br>Play online games to show mastery on vocabulary and grammar structures<br><br>Write a diary entry about your future plans and different emotions you feel "after work" activities.<br><br>Technology Standards<br><br>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>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.<br><br>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.<br><br>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. |

| | | |
|---|---|---|
| | speakers of the target language, using sentences and a series of connected sentences.<br><br>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.<br><br>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.<br><br>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.<br><br>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.<br><br>7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.<br><br>**Key "I  can" statements:**<br><br>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<br><br>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.<br><br>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.<br><br>**LWBT:**<br>      ● Workplace communication vocabulary | |

| | ● Exchange work-related emails<br>● Characteristics of a good employee<br>● Utilize reflexive pronouns<br>● Exchange verbs with prepositions | |
|---|---|---|
| **Standards:** | **Instructional Resources:** | |
| ● 7.1.IL.IPRET.1<br>● 7.1.IL.IPRET.2<br>● 7.1.IL.IPRET.3<br>● 7.1.IL.IPRET.4<br>● 7.1.IL.IPRET.5<br>● 7.1.IL.IPRET.6<br>● 7.1.IL.IPERS.1<br>● 7.1.IL.IPERS.2<br>● 7.1.IL.IPERS.3<br>● 7.1.IL.IPERS.4<br>● 7.1.IL.IPERS.5<br>● 7.1.IL .IPERS.6<br>● 7.1.IL.PRSNT.1<br>● 7.1.IL.PRSNT.2<br>● 7.1.IL.PRSNT.3<br>● 7.1.IL.PRSNT.4<br>● 7.1.IL.PRSNT.5<br>● 7.1.IL.PRSNT.6 | LGBTQ and Persons with Disabilities Resources:<br>● A guide to how gender-neutral language is developing around the world<br>● Additional LGBTQIA+ Persons with Disabilities Resources | |
| **Assessments:** | **Technology Integration:** | **Interdisciplinary Connections:** |
| ● Formative:<br>Note taking,<br>Choral Repetition<br>Listening/reading comprehension<br>Exit Slips<br>Partner dialogues<br>Question/Answer<br>Vocabulary quiz<br>Grammar quiz | ● Google classroom<br>● Quizlet/kahoot/youtube/Gimkit<br>● Webquests<br>● Listening clips with textbook | **CAREER READY PRACTICES**<br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies. |

| | | |
|---|---|---|
| ● Summative:<br>Reading comprehension quiz<br>Lesson quiz<br>Lesson test<br>Presentations<br><br>● Benchmarks:<br>Unit Tests<br>Midterm Exam<br>Final Exam<br><br>● Alternative:<br>Blog<br>Performance task<br>Realia based activity<br>Take home exams<br>Student portfolios | | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence.<br><br>ELA<br>● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>● 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.<br>● 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.<br>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.<br><br>● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.<br><br>TECHNOLOGY<br><br>● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>● 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.<br><br>● 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.<br>● 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.<br><br>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. |
| **Differentiation Strategies:** | Notes: Authentic resources must be used throughout to meet the standards. | |
| **Accommodations & Modifications:**<br><br>ELL *   504*   GATE *  IEP * At Risk<br><br>**GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies**<br><br>ELL Resources<br><br>http://www.nj.gov/education/cccs/2014/wl/glossary.pdf | | |

| World Languages/Spanish 4 Honors/11th-12th Grade 11th-12th grade/Spanish 4H | Unit 2/Lesson 1: Ejercicio al aire libre |
|---|---|
| | **Big Idea(s)/Enduring Understanding(s)**: How do we maintain ourselves fit and healthy? |
| | **Estimated Time Frame: Approx. 10 Days** |

| CORE IDEAS/Essential Questions: | Modes of Communication Objectives and Key Concepts | Modes of Communication Performance Tasks and World Language Practices |
|---|---|---|
| **CORE IDEAS:**<br><br>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.<br><br>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals<br><br>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.<br><br>**Essential Questions:**<br><br>● What sports can be practiced outdoors and what equipment is needed?<br><br>● What are your favorite sports? | ● **Interpretive: LWBT**<br><br>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.<br><br>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.<br><br>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.<br><br>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.<br><br>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.<br><br>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.<br><br>● **Interpersonal: LWBT**<br>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. | ● **Interpretive**:<br><br>Read magazine article showcasing outdoor sports and state preferences<br><br>Listen to the results of a sport competition and answer comprehension questions<br><br>Read a sport page from the newspaper and answer comprehension questions<br><br>● **Interpersonal**:<br><br>In groups, students practice stating when and how often specific outdoor sports are played<br><br>In pairs, students engage in conversations about summer camp activities and what equipment is needed<br><br>In pairs or with the teacher, Use Imperfect and preterite verbs to discuss what you used to do vs. what you did in a specific summer<br><br>● **Presentational:**<br><br>Create a Google slides presentation describing what happened during a sports event<br><br>Create a list of activities that took place already and have other students state if the activity was ongoing (imperfect) or happened once (preterite)<br><br>With a partner, act out different scenarios of events that have taken place |

| | | |
|---|---|---|
| | 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.<br><br>7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.<br><br>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.<br><br>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.<br><br>● **Presentational: LWBT**<br><br>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.<br><br> 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.<br><br>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.<br><br>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.<br><br>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.<br><br>7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. | [Technology Standards](#)<br><br>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>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.<br><br>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.<br><br>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:** <br> ● Discuss outdoor sports and sports equipment <br> ● Ask and answer questions about their favorite sports <br> ● Demonstrate mastery of Preterite and Imperfect Tenses <br> ● Discuss verbs that change meaning in the preterite | |
| **Standards:** | **Instructional Resources:** | |
| ● 7.1.IL.IPRET.1 <br> ● 7.1.IL.IPRET.2 <br> ● 7.1.IL.IPRET.3 <br> ● 7.1.IL.IPRET.4 <br> ● 7.1.IL.IPRET.5 <br> ● 7.1.IL.IPRET.6 <br> ● 7.1.IL.IPERS.1 <br> ● 7.1.IL.IPERS.2 <br> ● 7.1.IL.IPERS.3 <br> ● 7.1.IL.IPERS.4 <br> ● 7.1.IL.IPERS.5 <br> ● 7.1.IL .IPERS.6 <br> ● 7.1.IL.PRSNT.1 | LGBTQ and Persons with Disabilities Resources: <br> ● A guide to how gender-neutral language is developing around the world <br> ● Additional LGBTQIA+ Persons with Disabilities Resources | |

| | | |
|---|---|---|
| ● 7.1.IL.PRSNT.2<br>● 7.1.IL.PRSNT.3<br>● 7.1.IL.PRSNT.4<br>● 7.1.IL.PRSNT.5<br>● 7.1.IL.PRSNT.6 | | |
| **Assessments:** | **Technology Integration:** | **Interdisciplinary Connections:** |
| ● Formative:<br> Note taking,<br>Choral Repetition<br>Listening/reading comprehension<br>Exit Slips<br>Partner dialogues<br>Question/Answer<br>Vocabulary quiz<br>Grammar quiz<br><br>● Summative:<br>Reading comprehension quiz<br>Lesson quiz<br>Lesson test<br>Presentations<br><br>● Benchmarks:<br>Unit Tests<br>Midterm Exam<br>Final Exam<br><br>● Alternative:<br>Blog<br>Performance task<br>Realia based task<br>Take home exams<br>Student portfolios | ● Google classroom<br>● Quizlet/kahoot/youtube/Gimkit<br>● Webquests<br>● Listening clips with textbook<br>● Edpuzzle | **CAREER READY PRACTICES**<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence.<br><br>ELA<br>● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>● 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.<br>● 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.<br>● 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.<br><br>TECHNOLOGY<br><br>● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>● 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.<br><br>● 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.<br><br>● 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.<br><br>SOCIAL STUDIES<br><br>● 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.<br><br>VISUAL AND PERFORMING ARTS<br><br>● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.<br>● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.<br><br>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.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. |
| **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 4 Honors/11th-12th Grade** | **Unit 2**/Lesson 2: Diversion bajo techo | |
| --- | --- | --- |
| 11th-12th grade/Spanish 4H | **Big Idea(s)/Enduring Understanding(s)**: How do we stay active indoors? | |
| | **Estimated Time Frame:  Approx. 10 Days** | |
| **CORE IDEAS/Essential Questions:** | **Modes of Communication Objectives and Key Concepts** | **Modes of Communication Performance Tasks and World Language Practices** |
| **CORE IDEAS:** | ● **Interpretive: LWBT** | ● **Interpretive**: |
| 1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. | 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. | Answer survey questions to see what indoor sports would be to your liking

Make a list of cognates to help with new terminology |
| 2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals | 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. | Listen to weekend plans and answer comprehension questions

● **Interpersonal**: |
| 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. | In pairs, students review vocabulary by describing equipment and players needed for different indoor games |

| | | |
|---|---|---|
| **Essential Questions:**<br><br>● What sports and activities can be played indoors?<br><br>● How do we spend our free time? | 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.<br><br>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.<br><br>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.<br><br>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.<br><br>● **Interpersonal: LWBT**<br><br>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.<br><br>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.<br><br>7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.<br><br>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.<br><br>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.<br><br>● **Presentational: LWBT**<br>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. | In pairs, use comparison phrases to compare Paco (un estudiante) and Zorg (un extraterrestre)<br><br>Small groups setting, compare our school with others around us<br><br>● **Presentational:**<br><br>Summarize a review of the Hotel del Lago<br><br>With a partner, research your home town and create 10 comparisons with another (bigger/smaller) city<br><br>Technology Standards<br><br>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>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.<br><br>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.<br><br>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.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.<br><br>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.<br><br>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.<br><br>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.<br><br>7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.<br><br>**Key "I can" statements:**<br><br>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<br><br>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.<br><br>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.<br><br>**LWBT:**<br>● Discuss indoor sports and activities<br>● Retell leisure activities<br>● Compare people and things | |

| | ● Use progressive verb forms | |
|---|---|---|
| **Standards:** | **Instructional Resources:** | |
| ● 7.1.IL.IPRET.1 <br> ● 7.1.IL.IPRET.2 <br> ● 7.1.IL.IPRET.3 <br> ● 7.1.IL.IPRET.4 <br> ● 7.1.IL.IPRET.5 <br> ● 7.1.IL.IPRET.6 <br> ● 7.1.IL.IPERS.1 <br> ● 7.1.IL.IPERS.2 <br> ● 7.1.IL.IPERS.3 <br> ● 7.1.IL.IPERS.4 <br> ● 7.1.IL.IPERS.5 <br> ● 7.1.IL.IPERS.6 <br> ● 7.1.IL.PRSNT.1 <br> ● 7.1.IL.PRSNT.2 <br> ● 7.1.IL.PRSNT.3 <br> ● 7.1.IL.PRSNT.4 <br> ● 7.1.IL.PRSNT.5 <br> ● 7.1.IL.PRSNT.6 | LGBTQ and Persons with Disabilities Resources: <br> ● A guide to how gender-neutral language is developing around the world <br> ● Additional LGBTQIA+ Persons with Disabilities Resources | |
| **Assessments:** | **Technology Integration:** | **Interdisciplinary Connections:** |
| ● Formative: <br> Note taking, <br> Choral Repetition <br> Listening/reading comprehension <br> Exit Slips <br> Partner dialogues <br> Question/Answer <br> Vocabulary quiz <br> Grammar quiz <br><br> ● Summative: <br> Reading comprehension quiz <br> Lesson quiz <br> Lesson test <br> Presentations | ● Google classroom <br> ● Quizlet/kahoot/youtube/Gimkit <br> ● Webquests <br> ● Listening clips with textbook <br> ● Edpuzzle | **CAREER READY PRACTICES** <br> CRP1. Act as a responsible and contributing citizen and employee. <br> CRP2. Apply appropriate academic and technical skills. <br> CRP3. Attend to personal health and financial well-being. <br> CRP4. Communicate clearly and effectively and with reason. <br> CRP5. Consider the environmental, social and economic impacts of decisions. <br> CRP6. Demonstrate creativity and innovation. <br> CRP7. Employ valid and reliable research strategies. <br> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <br> CRP9. Model integrity, ethical leadership and effective management. <br> CRP10. Plan education and career paths aligned to personal goals. |

| | | |
|---|---|---|
| • Benchmarks:<br>Unit Tests<br>Midterm Exam<br>Final Exam<br><br>• Alternative:<br>Blog<br>Performance task<br>Realia based activity<br>Take home exams<br>Student portfolios | | CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence.<br><br>ELA<br><br>• NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>• 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.<br>• 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.<br>• NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.<br><br>• NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.<br><br><br>TECHNOLOGY<br><br>• 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>• 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.<br><br>• 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.<br><br>• 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.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. |

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

| **World Languages/Spanish 4 Honors/11th-12th Grade** | **Unit 3**/Lesson 1: Adonde vamos de vacaciones |
|---|---|
| 11th-12th grade/Spanish 4H | **Big Idea(s)/Enduring Understanding(s)**: How do we discuss vacation plans? |

| | Estimated Time Frame: Approx. 10 Days | |
|---|---|---|
| **CORE IDEAS/Essential Questions:** | **Modes of Communication Objectives and Key Concepts** | **Modes of Communication Performance Tasks and World Language Practices** |
| **CORE IDEAS:**<br><br>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.<br><br>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals<br><br>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.<br><br>**Essential Questions:**<br><br>● How do we talk about vacation plans and activities?<br>●<br>● What places interest you? | ● **Interpretive: LWBT**<br><br>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.<br><br>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.<br><br>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.<br><br>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.<br><br> 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.<br><br>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.<br><br>● **Interpersonal: LWBT**<br>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.<br><br>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. | ● **Interpretive**:<br><br>Yes/No questions about traveling and sightseeing landmarks and activities<br><br>Read Tourist Package information and answer comprehension questions<br><br>Fill in activity about preparing to travel using past participles<br><br>● **Interpersonal**:<br><br>In pairs, students plan a trip<br><br>In pairs, students engage in conversation about what has been done prior to going on a day trip<br><br>With a partner, ask and answer with certain actions have not been done using el Pluscuamperfecto<br><br>● **Presentational:**<br><br>Write about vacation activities based on vacation photos using preterito perfecto<br><br>Create a dialogue about a family vacation and present to class<br><br>Technology Standards |

| | |
|---|---|
| 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.<br><br>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.<br><br>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.<br><br>● **Presentational: LWBT**<br><br>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.<br><br>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.<br><br>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.<br><br>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.<br><br>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.<br><br>7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.<br><br>**Key "I  can" statements:**<br><br>I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or | 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>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.<br><br>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.<br><br>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. |

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 vacation plans
- Research vacation destinations
- Share past events
- State "has been" using past participles
- Use the present perfect and past perfect tenses

| Standards: | Instructional Resources: |
|---|---|
| - 7.1.IL.IPRET.1<br>- 7.1.IL.IPRET.2<br>- 7.1.IL.IPRET.3<br>- 7.1.IL.IPRET.4<br>- 7.1.IL.IPRET.5<br>- 7.1.IL.IPRET.6<br>- 7.1.IL.IPERS.1<br>- 7.1.IL.IPERS.2<br>- 7.1.IL.IPERS.3<br>- 7.1.IL.IPERS.4<br>- 7.1.IL.IPERS.5<br>- 7.1.IL.IPERS.6<br>- 7.1.IL.PRSNT.1<br>- 7.1.IL.PRSNT.2<br>- 7.1.IL.PRSNT.3<br>- 7.1.IL.PRSNT.4 | LGBTQ and Persons with Disabilities Resources:<br>- A guide to how gender-neutral language is developing around the world<br>- Additional LGBTQIA+ Persons with Disabilities Resources |

| | | |
|---|---|---|
| ● 7.1.IL.PRSNT.5<br>● 7.1.IL.PRSNT.6 | | |
| **Assessments:** | **Technology Integration:** | **Interdisciplinary Connections:** |
| ● Formative:<br>  Note taking,<br>  Choral Repetition<br>  Listening/reading comprehension<br>  Exit Slips<br>  Partner dialogues<br>  Question/Answer<br>  Vocabulary quiz<br>  Grammar quiz<br><br>● Summative:<br>  Reading comprehension quiz<br>  Lesson quiz<br>  Lesson test<br>  Presentations<br><br>● Benchmarks:<br>  Unit Tests<br>  Midterm Exam<br>  Final Exam<br><br>● Alternative:<br>  Blog<br>  Performance task<br>  Realia based activity<br>  Take home exams<br>  Student portfolios | ● Google classroom<br>● Quizlet/kahoot/youtube/Gimkit<br>● Webquests<br>● Listening clips with textbook<br>● Edpuzzle | **CAREER READY PRACTICES**<br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence.<br><br>ELA<br>● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>● 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.<br>● 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.<br>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.<br><br>● 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.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. |

| 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 | |

<br>

| World Languages/Spanish 4 Honors/11th-12th Grade<br>11th-12th grade/Spanish 4H | Unit 3/Lesson 2: Viajemos en avion |
|---|---|
| | **Big Idea(s)/Enduring Understanding(s)**: How do we discuss air travel? |
| | **Estimated Time Frame: Approx. 10 Days** |

| CORE IDEAS/Essential Questions: | Modes of Communication Objectives and Key Concepts | Modes of Communication Performance Tasks and World Language Practices |
|---|---|---|
| **CORE IDEAS:**<br><br>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.<br><br>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals<br><br>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.<br><br><br>**Essential Questions:**<br><br>● What are some basic airport procedures? | ● **Interpretive: LWBT**<br><br>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.<br><br>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.<br><br>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.<br><br>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. | ● **Interpretive**:<br><br>Read short dialogues about being in an airport<br><br>Summarize the process of check in and different actions that take place before boarding an airplane<br><br>Multiple format worksheets for written practice<br><br>Read a postcard about activities that had to be done for air travel<br><br>● **Interpersonal**:<br><br>In pairs, students role play different situations inside an airplane<br><br>In pairs, students converse about family activities that you would or would not do<br><br>In groups create different responsibilities for different individuals before, during and after traveling<br><br>● **Presentational:** |

| | | |
|---|---|---|
| ● How do we talk about travel arrangements and concerns? | 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.<br><br>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.<br><br>● **Interpersonal: LWBT**<br><br>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.<br><br>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.<br><br>7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.<br><br>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.<br><br>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.<br><br>● **Presentational: LWBT**<br><br>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.<br><br>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. | Share with small group, Los planes para las vacaciones<br><br>Create a Google doc "Tips for traveling alone"<br><br>Create presentation, Si me ganara la loteria<br><br>Create a google slides presentation about an invention and how it will aid the public<br><br><br><br>Technology Standards<br><br>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>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.<br><br>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.<br><br>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.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.<br><br>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.<br><br>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.<br><br>7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.<br><br><br>**Key "I can" statements:**<br><br>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<br><br>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.<br><br>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.<br><br><br>**LWBT:**<br>● Discuss airplane travel<br>● Checking in at an airport<br>● Travel arrangements and concerns<br>● Future tense<br>● Conditional tense | |

| Standards: | Instructional Resources: | |
|---|---|---|
| <ul><li>7.1.IL.IPRET.1</li><li>7.1.IL.IPRET.2</li><li>7.1.IL.IPRET.3</li><li>7.1.IL.IPRET.4</li><li>7.1.IL.IPRET.5</li><li>7.1.IL.IPRET.6</li><li>7.1.IL.IPERS.1</li><li>7.1.IL.IPERS.2</li><li>7.1.IL.IPERS.3</li><li>7.1.IL.IPERS.4</li><li>7.1.IL.IPERS.5</li><li>7.1.IL.IPERS.6</li><li>7.1.IL.PRSNT.1</li><li>7.1.IL.PRSNT.2</li><li>7.1.IL.PRSNT.3</li><li>7.1.IL.PRSNT.4</li><li>7.1.IL.PRSNT.5</li><li>7.1.IL.PRSNT.6</li></ul> | LGBTQ and Persons with Disabilities Resources:<ul><li>A guide to how gender-neutral language is developing around the world</li><li>Additional LGBTQIA+ Persons with Disabilities Resources</li></ul> | |
| **Assessments:** | **Technology Integration:** | **Interdisciplinary Connections:** |
| <ul><li>Formative:</li></ul> Note taking, <br>Choral Repetition <br>Listening/reading comprehension <br>Exit Slips <br>Partner dialogues <br>Question/Answer <br>Vocabulary quiz <br>Grammar quiz <br><br><ul><li>Summative:</li></ul>Reading comprehension quiz <br>Lesson quiz <br>Lesson test <br>Presentations <br><br><ul><li>Benchmarks:</li></ul> | <ul><li>Google classroom</li><li>Quizlet/kahoot/youtube/Gimkit</li><li>Webquests</li><li>Listening clips with textbook</li><li>Edpuzzle</li></ul> | **CAREER READY PRACTICES** <br><br>CRP1. Act as a responsible and contributing citizen and employee. <br>CRP2. Apply appropriate academic and technical skills. <br>CRP3. Attend to personal health and financial well-being. <br>CRP4. Communicate clearly and effectively and with reason. <br>CRP5. Consider the environmental, social and economic impacts of decisions. <br>CRP6. Demonstrate creativity and innovation. <br>CRP7. Employ valid and reliable research strategies. <br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <br>CRP9. Model integrity, ethical leadership and effective management. <br>CRP10. Plan education and career paths aligned to personal goals. <br>CRP11. Use technology to enhance productivity. |

| | | |
|---|---|---|
| Unit Tests<br>Midterm Exam<br>Final Exam<br><br>● Alternative:<br>Blog<br>Performance task<br>Realia based activity<br>Take home exams<br>Student portfolios | | CRP12. Work productively in teams while using cultural global competence.<br><br>ELA<br>● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>● 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.<br>● 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.<br>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.<br><br>● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.<br><br>TECHNOLOGY<br><br>● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>● 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.<br><br>● 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.<br><br>● 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.<br><br>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.<br><br>VISUAL AND PERFORMING ARTS<br><br>- 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.<br>- 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.<br><br>CAREER READINESS LIFE LITERACIES AND KEY SKILLS<br><br>- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.<br><br>- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. |
| **Differentiation Strategies:** | Notes: Authentic resources must be used throughout to meet the standards. | |
| **Accommodations & Modifications:**<br><br>ELL *  504*  GATE *  IEP * At Risk<br><br>**GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies**<br><br>ELL Resources<br><br>http://www.nj.gov/education/cccs/2014/wl/glossary.pdf | | |

| | |
|---|---|
| **World Languages/Spanish 4 Honors/11th-12th Grade**<br>11th-12th  grade/Spanish 4H | **Unit 4**/Lesson 1: Familia, sociedad y problemas sociales |
| | **Big Idea(s)/Enduring Understanding(s)**: Discuss some social problems individuals face in their daily lives |

| | Estimated Time Frame: Approx. 10 Days | |
|---|---|---|
| **CORE IDEAS/Essential Questions:** | **Modes of Communication Objectives and Key Concepts** | **Modes of Communication Performance Tasks and World Language Practices** |
| **CORE IDEAS:**<br><br>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.<br><br>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals<br><br>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.<br><br><br>**Essential Questions:**<br><br>● How do we talk about family and society as a whole?<br><br>● Discuss relationships and social problems? | ● **Interpretive: LWBT**<br><br>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.<br><br>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.<br><br>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.<br><br>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.<br><br>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.<br><br>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.<br><br>● **Interpersonal: LWBT**<br>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.<br><br>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. | ● **Interpretive**:<br><br>Read and answer comprehension questions<br><br>Listen to a scene from a soap opera and answer questions<br><br>Analyze a magazine article about social problems and create a list of possible solutions<br><br>● **Interpersonal**:<br><br>In pairs, students practice fighting against hunger ideas<br><br>With a partner , role play being a news reporter<br><br>In small groups, share opinions about social issues in your community<br><br><br>**Presentational:**<br><br>Create a Google slides presentation that you can add to your digital portfolio, where you react to opinions others have about the United States<br><br>Create a flyer with tips on How to help around the community<br><br><br>Technology Standards<br><br>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>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.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.<br><br>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.<br><br>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.<br><br>● **Presentational: LWBT**<br><br>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.<br><br>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.<br><br>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.<br><br>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.<br><br> 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.<br><br>7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.<br><br>**Key "I  can" statements:**<br><br>I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or | 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.<br><br>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. |

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:**
- Family members
- Relationships
- Social problems
- Present subjunctive in noun and adjective clauses
- Present subjunctive in adverbial clauses

| Standards: | Instructional Resources: |
|---|---|
| <ul><li>7.1.IL.IPRET.1</li><li>7.1.IL.IPRET.2</li><li>7.1.IL.IPRET.3</li><li>7.1.IL.IPRET.4</li><li>7.1.IL.IPRET.5</li><li>7.1.IL.IPRET.6</li><li>7.1.IL.IPERS.1</li><li>7.1.IL.IPERS.2</li><li>7.1.IL.IPERS.3</li><li>7.1.IL.IPERS.4</li><li>7.1.IL.IPERS.5</li><li>7.1.IL.IPERS.6</li><li>7.1.IL.PRSNT.1</li><li>7.1.IL.PRSNT.2</li></ul> | LGBTQ and Persons with Disabilities Resources:<ul><li>A guide to how gender-neutral language is developing around the world</li><li>Additional LGBTQIA+ Persons with Disabilities Resources</li></ul> |

| | | |
|---|---|---|
| ● 7.1.IL.PRSNT.3<br>● 7.1.IL.PRSNT.4<br>● 7.1.IL.PRSNT.5<br>● 7.1.IL.PRSNT.6 | | |
| **Assessments:** | **Technology Integration:** | **Interdisciplinary Connections:** |
| ● Formative:<br> Note taking,<br> Choral Repetition<br> Listening/reading comprehension<br> Exit Slips<br> Partner dialogues<br> Question/Answer<br> Vocabulary quiz<br> Grammar quiz<br><br>● Summative:<br> Reading comprehension quiz<br> Lesson quiz<br> Lesson test<br> Presentations<br><br>● Benchmarks:<br> Unit Tests<br> Midterm Exam<br> Final Exam<br><br>● Alternative:<br> Blog<br> Performance task<br> Realia based activity<br> Take home exams<br> Student portfolios | ● Google classroom<br>● Quizlet/kahoot/youtube/Gimkit<br>● Webquests<br>● Listening clips with textbook<br>● Edpuzzle | **CAREER READY PRACTICES**<br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence.<br><br> ELA<br> ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br> ● 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.<br> ● 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.<br> ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.<br><br> ● 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.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. |
|---|---|---|
| **Differentiation Strategies:** | Notes: Authentic resources must be used throughout to meet the standards. | |
| **Accommodations & Modifications:**<br><br>ELL *  504*  GATE *  IEP * At Risk<br><br>**GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies**<br><br>ELL Resources<br><br>http://www.nj.gov/education/cccs/2014/wl/glossary.pdf | | |

| World Languages/Spanish 4/11th-12th Grade | Unit 4/Lesson 2: Educación universitaria y finanzas |
|---|---|
| 11th-12th grade/Spanish 4H | **Big Idea(s)/Enduring Understanding(s)**: Discuss post secondary education and finances. |
| | **Estimated Time Frame:  Approx. 10 Days** |

| CORE IDEAS/Essential Questions: | Modes of Communication Objectives and Key Concepts | Modes of Communication Performance Tasks and World Language Practices |
|---|---|---|
| **CORE IDEAS::**<br><br>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.<br><br>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals | ● **Interpretive: LWBT**<br><br>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. | ● **Interpretive**:<br><br>Read about a school requirements and answer comprehension questions<br><br>Match new vocabulary terms with definitions<br><br>Read over a school flyer and discuss true or false statements<br><br>● **Interpersonal**:<br><br>In pairs, students practice expressing preferences in school systems and courses |

| | | |
|---|---|---|
| 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.<br><br>**Essential Questions:**<br><br>● What is the process and what will you do in a post secondary institution?<br><br>● How do we manage our finances? | 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.<br><br>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.<br><br>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.<br><br>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.<br><br>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.<br><br>● **Interpersonal: LWBT**<br><br>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.<br><br>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.<br><br>7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.<br><br>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.<br><br>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.<br><br>● **Presentational: LWBT** | With a partner, express exaggeration using the subjunctive<br><br>Role play entering post secondary schooling<br><br>● **Presentational:**<br><br>Listen to student finances and make a list of activities mentioned<br><br>Create captions for images using the Imperfect Subjunctive Tense<br><br>Create a Google slides presentation that you can add to your digital portfolio, Imagine you are done with the first semester in college, describe to your family the activities and struggles you have faced<br><br>Technology Standards<br><br>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>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.<br><br>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.<br><br>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.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.<br><br>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.<br><br> 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.<br><br>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.<br><br>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.<br><br>7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.<br><br><br>**Key "I  can" statements:**<br><br>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<br><br>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:**
- Education and finances
- Attitudes about college and financial goals
- Present perfect subjunctive
- Imperfect subjunctive

| Standards: | Instructional Resources: | |
|---|---|---|
| • 7.1.IL.IPRET.1<br>• 7.1.IL.IPRET.2<br>• 7.1.IL.IPRET.3<br>• 7.1.IL.IPRET.4<br>• 7.1.IL.IPRET.5<br>• 7.1.IL.IPRET.6<br>• 7.1.IL.IPERS.1<br>• 7.1.IL.IPERS.2<br>• 7.1.IL.IPERS.3<br>•  7.1.IL.IPERS.4<br>•  7.1.IL.IPERS.5<br>• 7.1.IL.IPERS.6<br>• 7.1.IL.PRSNT.1<br>• 7.1.IL.PRSNT.2<br>• 7.1.IL.PRSNT.3<br>• 7.1.IL.PRSNT.4<br>• 7.1.IL.PRSNT.5<br>• 7.1.IL.PRSNT.6 | LGBTQ and Persons with Disabilities Resources:<br>• A guide to how gender-neutral language is developing around the world<br>• Additional LGBTQIA+ Persons with Disabilities Resources | |

| Assessments: | Technology Integration: | Interdisciplinary Connections: |
|---|---|---|
| • Formative:<br>Note taking,<br>Choral Repetition<br>Listening/reading comprehension | • Google classroom<br>• Quizlet/kahoot/youtube/Gimkit<br>• Webquests<br>• Listening clips with textbook | **CAREER READY PRACTICES**<br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills. |

| | | |
|---|---|---|
| Exit Slips<br>Partner dialogues<br>Question/Answer<br>Vocabulary quiz<br>Grammar quiz<br><br>● Summative:<br>Reading comprehension quiz<br>Lesson quiz<br>Lesson test<br>Presentations<br><br>● Benchmarks:<br>Unit Tests<br>Midterm Exam<br>Final Exam<br><br>● Alternative:<br>Blog<br>Performance task<br>Realia based activity<br>Take home exams<br>Student portfolios | ● Edpuzzle | CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence.<br><br>ELA<br>● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>● 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.<br>● 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.<br>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.<br><br>● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.<br><br>TECHNOLOGY<br><br>● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>● 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

● 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

● 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

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

| | | |
|---|---|---|
| | | ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. |
| **Differentiation Strategies:** | Notes: Authentic resources must be used throughout to meet the standards. | |
| **Accommodations & Modifications:**<br><br>ELL *  504*  GATE *  IEP * At Risk<br><br>**GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies**<br><br>ELL Resources<br><br>http://www.nj.gov/education/cccs/2014/wl/glossary.pdf | | |

| World Languages/Spanish 4 Honors/11th-12th Grade | **Unit 5**/Lesson 1: Arte a tu propio ritmo | |
|---|---|---|
| 11th-12th grade/Spanish 4H | **Big Idea(s)/Enduring Understanding(s)**: How do we discuss the art and music world? | |
| | **Estimated Time Frame:  Approx. 10 Days** | |
| **CORE IDEAS/Essential Questions:** | **Modes of Communication Objectives and Key Concepts** | **Modes of Communication Performance Tasks and World Language Practices** |
| **CORE IDEAS:**<br><br>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.<br><br>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals | ● **Interpretive: LWBT**<br><br>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. | ● **Interpretive**:<br><br>List cognates associated with art<br><br>State likes and dislikes for different styles and artists<br><br>Fill in a survey with new terminology<br><br>● **Interpersonal**: |

| 3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.<br><br>**Essential Questions:**<br><br>   ● How do we talk about paintings and music?<br><br>   ● What are your artistic and musical interests? | 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.<br><br>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.<br><br>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.<br><br>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.<br><br>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.<br><br>   ● **Interpersonal: LWBT**<br><br>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.<br><br>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.<br><br>7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.<br><br>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.<br><br>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.<br><br>   ● **Presentational: LWBT** | In pairs, students practice new terminology by sharing opinions about different artists and musicians<br><br>Pretend to be art criques and share opinions in small group setting<br><br>Share with a partner, what activities will be done by a certain date using the perfect future structure<br><br>   ● **Presentational:**<br><br>Google slides presentation, research different art museum and create a mini expo about your favorite artists and how their artwork impacts your life<br><br>Presentation-Que habrás hecho para el 2050, state what you and others will have done for a future date.<br><br><br><br><br><br>[Technology Standards](#)<br><br>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>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.<br><br>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.<br><br>8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to |

| | | |
|---|---|---|
| | 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.<br><br>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.<br><br>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.<br><br>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.<br><br>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.<br><br>7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.<br><br><br>**Key "I can" statements:**<br><br>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<br><br>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.<br><br>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. | open source technologies has had on innovation and on a society's economy, politics, and culture. |

<table>
<tr>
<td></td>
<td>

**LWBT:**
- Painting and music styles
- Artistic and musical interests
- Future tense
- Conditional perfect
- Relative pronouns

</td>
<td></td>
</tr>
<tr>
<td colspan="1">

**Standards:**

</td>
<td colspan="1">

**Instructional  Resources:**

</td>
<td></td>
</tr>
<tr>
<td>

- 7.1.IL.IPRET.1
- 7.1.IL.IPRET.2
- 7.1.IL.IPRET.3
- 7.1.IL.IPRET.4
- 7.1.IL.IPRET.5
- 7.1.IL.IPRET.6
- 7.1.IL.IPERS.1
- 7.1.IL.IPERS.2
- 7.1.IL.IPERS.3
- 7.1.IL.IPERS.4
- 7.1.IL.IPERS.5
- 7.1.IL.IPERS.6
- 7.1.IL.PRSNT.1
- 7.1.IL.PRSNT.2
- 7.1.IL.PRSNT.3
- 7.1.IL.PRSNT.4
- 7.1.IL.PRSNT.5
- 7.1.IL.PRSNT.6

</td>
<td>

LGBTQ and Persons with Disabilities Resources:
- [A guide to how gender-neutral language is developing around the world](#)
- [Additional LGBTQIA+ Persons with Disabilities Resources](#)

</td>
<td></td>
</tr>
<tr>
<td>

**Assessments:**

</td>
<td>

**Technology Integration:**

</td>
<td>

**Interdisciplinary Connections:**

</td>
</tr>
<tr>
<td>

- Formative:
  Note taking,
  Choral Repetition
  Listening/reading comprehension
  Exit Slips
  Partner dialogues

</td>
<td>

- Google classroom
- [Quizlet](#)/kahoot/youtube/[Gimkit](#)
- Webquests
- Listening clips with textbook
- Edpuzzle

</td>
<td>

**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.

</td>
</tr>
</table>

Question/Answer
Vocabulary quiz
Grammar quiz

- Summative:
Reading comprehension quiz
Lesson quiz
Lesson test
Presentations

- Benchmarks:
Unit Tests
Midterm Exam
Final Exam

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

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.

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.<br><br>SOCIAL STUDIES<br><br>● 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.<br><br>VISUAL AND PERFORMING ARTS<br><br>● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.<br>● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.<br><br>CAREER READINESS LIFE LITERACIES AND KEY SKILLS<br><br>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.<br><br>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. |
| **Differentiation Strategies:** | Notes: Authentic resources must be used throughout to meet the standards. | |
| **Accommodations & Modifications:**<br><br>ELL *  504*  GATE *  IEP * At Risk<br><br>**GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies**<br><br>ELL Resources | | |

| World Languages/Spanish 4 Honors/11th-12th Grade | Unit 5/Lesson 2: A crear con manos y palabras |
|---|---|
| 11th-12th grade/Spanish 4H | **Big Idea(s)/Enduring Understanding(s)**: How do we discuss art that is handmade and what art we prefer? |
| | **Estimated Time Frame:  Approx. 10 Days** |

| CORE IDEAS/Essential Questions: | Modes of Communication Objectives and Key Concepts | Modes of Communication Performance Tasks and World Language Practices |
|---|---|---|
| **CORE IDEAS:**<br><br>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.<br><br>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals<br><br>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.<br><br><br>**Essential Questions:**<br><br>● How do we talk about sculptures and other forms of art?<br><br>● What art related activities interest you? | ● **Interpretive: LWBT**<br><br>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.<br><br> 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.<br><br>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.<br><br>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.<br><br> 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.<br><br> 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.<br><br><br>● **Interpersonal: LWBT** | ● **Interpretive**:<br><br>Read about sculpture and literature and state preferences<br><br>Make a list in chronological order about the steps taken when writing and publishing a book<br><br>Using the passive voice, rewrite sentences<br><br>● **Interpersonal**:<br><br>In pairs, students ask questions about sculpting and literature<br><br>With a partner, Use Se expressions to restate different activities that have taken place, are currently happening and that will happen in the future<br><br>In pairs, students engage in a conversation about what not to do in a museum<br><br>● **Presentational:**<br><br>Create a Google slides presentation that you can add to your digital portfolio, describe an event in which many unfortunate events took place for you and others around you<br><br>In a google doc, share what always happens to your family and friends using Se expressions |

| | | |
|---|---|---|
| | 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.<br><br>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.<br><br>7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.<br><br>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.<br><br>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.<br><br>● **Presentational: LWBT**<br><br>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.<br><br>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.<br><br>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.<br><br>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.<br><br>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. | [Technology Standards](#)<br><br>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>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.<br><br>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.<br><br>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.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.<br><br><br>**Key "I  can" statements:**<br><br>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<br><br>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.<br><br> 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.<br><br>**<u>LWBT:</u>**<br><br>    ● Understand sculpture and literature vocabulary<br>    ● Discuss Arts-related activities<br>    ● Use passive voice and passive "se"<br>    ● Use Impersonal "se"  "se" for unintentional events | |
| **Standards:** | **Instructional  Resources:** | |

| | | |
|---|---|---|
| <ul><li>7.1.IL.IPRET.1</li><li>7.1.IL.IPRET.2</li><li>7.1.IL.IPRET.3</li><li>7.1.IL.IPRET.4</li><li>7.1.IL.IPRET.5</li><li>7.1.IL.IPRET.6</li><li>7.1.IL.IPERS.1</li><li>7.1.IL.IPERS.2</li><li>7.1.IL.IPERS.3</li><li>7.1.IL.IPERS.4</li><li>7.1.IL.IPERS.5</li><li>7.1.IL.IPERS.6</li><li>7.1.IL.PRSNT.1</li><li>7.1.IL.PRSNT.2</li><li>7.1.IL.PRSNT.3</li><li>7.1.IL.PRSNT.4</li><li>7.1.IL.PRSNT.5</li><li>7.1.IL.PRSNT.6</li></ul> | LGBTQ and Persons with Disabilities Resources:<ul><li>A guide to how gender-neutral language is developing around the world</li><li>Additional LGBTQIA+ Persons with Disabilities Resources</li></ul> | |

| Assessments: | Technology Integration: | Interdisciplinary Connections: |
|---|---|---|
| <ul><li>Formative:<br>Note taking,<br>Choral Repetition<br>Listening/reading comprehension<br>Exit Slips<br>Partner dialogues<br>Question/Answer<br>Vocabulary quiz<br>Grammar quiz</li><li>Summative:<br>Reading comprehension quiz<br>Lesson quiz<br>Lesson test<br>Presentations</li><li>Benchmarks:<br>Unit Tests</li></ul> | <ul><li>Google classroom</li><li>Quizlet/kahoot/youtube/Gimkit</li><li>Webquests</li><li>Listening clips with textbook</li><li>Edpuzzle</li></ul> | **CAREER READY PRACTICES**<br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| | | |
|---|---|---|
| Midterm Exam<br>Final Exam<br><br>● Alternative:<br>Blog<br>Performance task<br>Realia based activity<br>Take home exams<br>Student portfolios | | **ELA**<br><br>● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>● 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.<br>● 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.<br>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.<br><br>● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.<br><br><br>**TECHNOLOGY**<br><br>● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>● 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.<br><br>● 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.<br><br>● 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.<br><br><br>**SOCIAL STUDIES**<br><br>● 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.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

| Differentiation Strategies: |
| --- |
| **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 4 Honors/11th-12th Grade | Unit 6/Lesson 1: Ver, divertirse e informarse: que hay en la television? |
| --- | --- |

| 11th-12th grade/Spanish 4H | Big Idea(s)/Enduring Understanding(s): How do we entertain ourselves? | |
|---|---|---|
| | Estimated Time Frame: Approx. 10 Days | |
| CORE IDEAS/Essential Questions: | Modes of Communication Objectives and Key Concepts | Modes of Communication Performance Tasks and World Language Practices |
| **CORE IDEAS:**<br><br>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.<br><br>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals<br><br>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.<br><br><br>**Essential Questions:**<br><br>● How do we talk about television equipment, programming and advertising?<br><br>● What are your preferences when watching television? | ● **Interpretive: LWBT**<br><br>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.<br><br>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.<br><br>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.<br><br>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.<br><br>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.<br><br>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.<br><br><br>● **Interpersonal: LWBT**<br><br>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.<br><br>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. | ● **Interpretive**:<br><br>Categorize new vocabulary into equipment and different programming<br><br>State preferences and why you prefer certain programs over others<br><br>Compare and contrast based on what you hear about Sara and Raul<br><br>● **Interpersonal**:<br><br>In pairs,discuss what is on television<br><br>Role play a parent and a child asking for cable tv instead of satellite<br><br>With a partner, using images, indicate new vocabulary in advertisements<br><br>**Presentational:**<br><br>Create text messages responding to your parent about why you did not do certain chores/activities<br><br>List steps needed for Rosario to win a Talent Show competition using the Imperfect subjunctive tense<br><br>After interviewing classmates, share results about student interests |

| | | |
|---|---|---|
| | 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.<br><br>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.<br><br>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.<br><br>● **Presentational: LWBT**<br><br>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.<br><br>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.<br><br>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.<br><br>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.<br><br>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.<br><br>7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. | [Technology Standards](#)<br><br>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>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.<br><br>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.<br><br>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:** <br> ● Know television equipment <br> ● Discuss television programming <br> ● Make advertising activities <br> ● State likes and dislikes about entertainment <br> ● Use the Imperfect subjunctive <br> ●  Describe hypothetical or contrary-to fact situations | |
| **Standards:** | **Instructional  Resources:** | |

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

| Assessments: | Technology Integration: | Interdisciplinary Connections: |
|---|---|---|
| • Formative:<br>Note taking,<br>Choral Repetition<br>Listening/reading comprehension<br>Exit Slips<br>Partner dialogues<br>Question/Answer<br>Vocabulary quiz<br>Grammar quiz<br><br>• Summative:<br>Reading comprehension quiz<br>Lesson quiz<br>Lesson test<br>Presentations<br><br>• Benchmarks:<br>Unit Tests | • Google classroom<br>• Quizlet/kahoot/youtube/Gimkit<br>• Webquests<br>• Listening clips with textbook<br>• Edpuzzle | **CAREER READY PRACTICES**<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| | | |
|---|---|---|
| Midterm Exam<br>Final Exam<br><br>● Alternative:<br>Blog<br>Performance task<br>Realia based activity<br>Take home exams<br>Student portfolios | | ELA<br>● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>● 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.<br>● 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.<br>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.<br><br>● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.<br><br>TECHNOLOGY<br><br>● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>● 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.<br><br>● 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.<br><br>● 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.<br><br>SOCIAL STUDIES<br><br>● 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.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

| 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 4 Honors/11th-12th Grade** 11th-12th grade/Spanish 4H | **Unit 6**/Lesson 2: El Mundo de las noticias |
|---|---|
| | **Big Idea(s)/Enduring Understanding(s)**: Discuss what events happen around the world |
| | **Estimated Time Frame:  Approx. 10 Days** |
| **CORE IDEAS/Essential Questions:** | **Modes of Communication Objectives and Key Concepts** | **Modes of Communication Performance Tasks and World Language Practices** |

| | | |
|---|---|---|
| **CORE IDEAS:**<br><br>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.<br><br>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals<br><br>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.<br><br>**Essential Questions:**<br><br>● How do we discuss coverage of news in the media?<br><br>● How do we discuss current events? | ● **Interpretive: LWBT**<br><br>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.<br><br>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.<br><br>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.<br><br>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.<br><br>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.<br><br>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.<br><br>● **Interpersonal: LWBT**<br><br>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.<br><br>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. | ● **Interpretive**:<br>Identify cognates in the new vocabulary<br><br>Fill in a small introductory speech with new vocabulary<br><br>Listen to a news report and answer comprehension questions<br><br>● **Interpersonal**:<br><br>In pairs, talk about current events around the world<br><br>With a partner, discuss news coverage and events using the past perfect subjunctive<br><br>In small groups, react with logical "hubiera phrases" to different scenarios<br><br>● **Presentational:**<br><br>Create a Google poster showcasing your favorite television program<br><br>Create a mini reportaje about a current event in the world<br><br>Create a commercial for the news channel using lesson vocabulary<br><br><br>Technology Standards |

| | | |
|---|---|---|
| | 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.<br><br>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.<br><br>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.<br><br>    ● **Presentational: LWBT**<br><br>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.<br><br>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.<br><br>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.<br><br>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.<br><br>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.<br><br>7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.<br><br>**Key "I  can" statements:**<br><br>I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or | 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.<br><br>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.<br><br>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.<br><br>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. |

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:**
- Understand news coverage in the media
- Discuss current events
- Use the past perfect subjunctive

| Standards: | Instructional Resources: |
|---|---|
| <ul><li>7.1.IL.IPRET.1</li><li>7.1.IL.IPRET.2</li><li>7.1.IL.IPRET.3</li><li>7.1.IL.IPRET.4</li><li>7.1.IL.IPRET.5</li><li>7.1.IL.IPRET.6</li><li>7.1.IL.IPERS.1</li><li>7.1.IL.IPERS.2</li><li>7.1.IL.IPERS.3</li><li>7.1.IL.IPERS.4</li><li>7.1.IL.IPERS.5</li><li>7.1.IL.IPERS.6</li><li>7.1.IL.PRSNT.1</li><li>7.1.IL.PRSNT.2</li><li>7.1.IL.PRSNT.3</li><li>7.1.IL.PRSNT.4</li><li>7.1.IL.PRSNT.5</li></ul> | LGBTQ and Persons with Disabilities Resources:<ul><li>A guide to how gender-neutral language is developing around the world</li><li>Additional LGBTQIA+ Persons with Disabilities Resources</li></ul> |

| | | |
|---|---|---|
| ● 7.1.IL.PRSNT.6 | | |
| **Assessments:** | **Technology Integration:** | **Interdisciplinary Connections:** |
| ● Formative:<br> Note taking,<br> Choral Repetition<br> Listening/reading comprehension<br> Exit Slips<br> Partner dialogues<br> Question/Answer<br> Vocabulary quiz<br> Grammar quiz<br><br>● Summative:<br> Reading comprehension quiz<br> Lesson quiz<br> Lesson test<br> Presentations<br><br>● Benchmarks:<br> Unit Tests<br> Midterm Exam<br> Final Exam<br><br>● Alternative:<br> Blog<br> Performance task<br> Realia based activity<br> Take home exams<br> Student portfolios | ● Google classroom<br>● Quizlet/kahoot/youtube/Gimkit<br>● Webquests<br>● Listening clips with textbook<br>● Edpuzzle | **CAREER READY PRACTICES**<br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence.<br><br>ELA<br>● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>● 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.<br>● 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.<br>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.<br><br>● 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.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice] |
|---|---|---|
| **Differentiation Strategies:** | Notes: Authentic resources must be used throughout to meet the standards. | |
| **Accommodations & Modifications:**<br><br>ELL *   504*   GATE *  IEP * At Risk<br><br>**GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies**<br><br>ELL Resources<br><br>http://www.nj.gov/education/cccs/2014/wl/glossary.pdf | | |