

<b>World Languages/Spanish I/9th Grade</b> 9th grade/Spanish 1	<b>Preliminary Unit- Saludos</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> In what ways is learning another language beneficial?	
	<b>Estimated Time Frame: MP1: Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<p><b>CORE IDEAS:</b></p> <p>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals</p> <p>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do learners introduce and request essential information from each other?</li> <li>• What are some words commonly used in English that are borrowed from Spanish?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive: LWBT</b></li> </ul> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. •</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized words,</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive:</b></li> </ul> <p>Read short dialogues with different greetings/goodbyes</p> <p>Investigate how greetings differ in Spanish-speaking countries and compare and contrast to the U.S.</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal:</b></li> </ul> <p>In pairs, students practice greeting and leaving each other at different times of the day</p> <p>In pairs, students engage in a brief introductory conversation asking for the name, origin, birthday and age of their partner</p> <p>In pairs or with the teacher, pretend you are in a Spanish-speaking city and need to greet a new person. State and spell your first and last name, give birthdate and age, cell phone number and give an appropriate leave taking expression.</p> <p>Give students fake name tags, pairs or trios of students have a brief conversation introducing themselves and using the informal or formal tone as necessary</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b></li> </ul> <p>Students will create a Google slides presentation that they can add to their digital portfolio, where they demonstrate greeting several people of different ages, asking how they are, and respecting cultural nuances.</p>

phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- **Presentational: LWBT**

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Record a short introductory video for classmates to be presented as part of the class "Quién soy yo?" folder.

Technology Standards

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

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

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

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

**Key “I can” statements:**

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

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

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

**LWBT:**

- Greetings and goodbyes
- Introductions
- The Spanish alphabet
- Stating where you are from
- Spanish speaking countries
- Numbers 1-10
- Exchanging phone numbers
- Days of the Week
- Weather Expressions
- Classroom Phrases

Standards:	Instructional Resources:	
<ul style="list-style-type: none"> <li>● 7.1.NM.IPRET.1</li> <li>● 7.1.NM.IPRET.2</li> <li>● 7.1.NM.IPRET.3</li> <li>● 7.1.NM.IPRET.4</li> <li>● 7.1.NM.IPRET.5</li> <li>● 7.1.NM.IPERS.1</li> <li>● 7.1.NM.IPERS.2</li> <li>● 7.1.NM.IPERS.3</li> <li>● 7.1.NM.IPERS.4</li> <li>● 7.1.NM.IPERS.5</li> <li>● 7.1.NM.IPERS.6</li> <li>● 7.1.NM.PRSNT.1</li> <li>● 7.1.NM.PRSNT.2</li> <li>● 7.1.NM.PRSNT.3</li> <li>● 7.1.NM.PRSNT.4</li> <li>● 7.1.NM.PRSNT.5</li> <li>● 7.1.NM.PRSNT.6</li> </ul>	<p>LGBTQ and Persons with Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>● <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
Assessments:	Technology Integration:	Interdisciplinary Connections:
<ul style="list-style-type: none"> <li>● Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz</li> <li>● Summative: Reading comprehension quiz Lesson quiz Lesson test Presentations</li> <li>● Benchmarks: Unit Tests</li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● EdPuzzle/Youtube videos</li> </ul>	<p><b>CAREER READY PRACTICES</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

Midterm Exam  
Final Exam

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

#### ELA

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### TECHNOLOGY

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
  -
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

		<p><b>SOCIAL STUDIES</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>VISUAL AND PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</li> <li>1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p><b>CAREER READINESS LIFE LITERACIES AND KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<p><b>Differentiation Strategies:</b></p>	<p>Notes: Authentic resources must be used throughout to meet the standards.</p>	
<p><b>Accommodations &amp; Modifications:</b></p> <p><a href="#">ELL * 504* GATE * IEP * At Risk</a></p> <p><a href="#">GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></p> <p><a href="#">ELL Resources</a></p> <p><a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a></p>		

<b>World Languages/Spanish I/9th Grade</b> 9th grade/Spanish 1	<b>Unit 1 Lesson 1- ¿Qué te gusta hacer?</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> What do you and others like to do?	
	<b>Estimated Time Frame: MP1: Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<p><b>CORE IDEAS:</b></p> <p>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals</p> <p>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do you express like/dislike for different things and activities?</li> <li>• How can you state where you are from and ask where others are from?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive: LWBT</b></li> </ul> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive:</b></li> </ul> <p>Read short passages about what different individuals like and dislike. Draw a Venn diagram to compare and contrast their preferences.</p> <p>Watch a video and identify singular/plural nouns paired with the verb "gustar"</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal:</b></li> </ul> <p>Conduct a "Facebook" survey of classmates to highlight the popularity of certain objects, classes and pastimes.</p> <p>Participate in a peer-led skit to illustrate differing opinions.</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b></li> </ul> <p>Create a double sided poster presentation (partner optional) identifying things you do and things you don't like. Utilize color coding to enhance the distinction.</p>

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- **Presentational: LWBT**

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

[Technology Standards](#)

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

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

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

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

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

**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:**

- Subject Pronouns
- The verb Ser in the Present Tense
- The verb Gustar with infinitives
- After school activities
- Snack foods/beverages
- Recycle: weather expressions
- Beaches in Florida

Standards:	Instructional Resources:	
<ul style="list-style-type: none"> <li>● 7.1.NM.IPRET.1</li> <li>● 7.1.NM.IPRET.2</li> <li>● 7.1.NM.IPRET.3</li> <li>● 7.1.NM.IPRET.4</li> <li>● 7.1.NM.IPRET.5</li> <li>● 7.1.NM.IPERS.1</li> <li>● 7.1.NM.IPERS.2</li> <li>● 7.1.NM.IPERS.3</li> <li>● 7.1.NM.IPERS.4</li> <li>● 7.1.NM.IPERS.5</li> <li>● 7.1.NM.IPERS.6</li> <li>● 7.1.NM.PRSNT.1</li> <li>● 7.1.NM.PRSNT.2</li> <li>● 7.1.NM.PRSNT.3</li> <li>● 7.1.NM.PRSNT.4</li> <li>● 7.1.NM.PRSNT.5</li> <li>● 7.1.NM.PRSNT.6</li> </ul>	<p>LGBTQ and Persons with Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>● <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
Assessments:	Technology Integration:	Interdisciplinary Connections:
<ul style="list-style-type: none"> <li>● Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz</li> <li>● Summative: Reading comprehension quiz Lesson quiz Lesson test Presentations</li> <li>● Benchmarks: Unit Tests</li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● EdPuzzle/Youtube videos</li> </ul>	<p><b>CAREER READY PRACTICES</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

Midterm Exam

Final Exam

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

ELA

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

TECHNOLOGY

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
  -
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

		<p><b>SOCIAL STUDIES</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>VISUAL AND PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</li> <li>1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p><b>CAREER READINESS LIFE LITERACIES AND KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</li> <li>9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</li> <li>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<p><b>Differentiation Strategies:</b></p>	<p>Notes: Authentic resources must be used throughout to meet the standards.</p>	
<p><b>Accommodations &amp; Modifications:</b>  <a href="#">ELL * 504* GATE * IEP * At Risk</a>  <b>GENERAL <a href="#">Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></b></p>		

[ELL Resources](#)

<http://www.nj.gov/education/cccs/2014/wl/glossary.pdf>

<b>World Languages/Spanish I/9th Grade</b> 9th grade/Spanish 1	<b>Unit 1 Lesson 2: Mis amigos y yo</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do you describe the world around you?	
	<b>Estimated Time Frame: MP1: Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<p><b>CORE IDEAS:</b></p> <p>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals</p> <p>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How can you describe yourself and others?</li><li>• How can you identify people and things?</li></ul>	<ul style="list-style-type: none"><li>• <b>Interpretive: LWBT</b></li></ul> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <ul style="list-style-type: none"><li>• <b>Interpersonal: LWBT</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Interpretive:</b></li></ul> <p>Read texts (ex. <i>Avancemos Telehistoria</i>) that describe different people and things.</p> <p>Listen to audio recordings of individuals describing the people in their lives.</p> <p>Practice Spanish adjective-noun usage via Gimkit/Kahoot.</p> <ul style="list-style-type: none"><li>• <b>Interpersonal:</b></li></ul> <p>Partake in brief exchanges with classmates describing one another.</p> <p>Have students create personality pages for one another based off self-descriptions they provide.</p> <ul style="list-style-type: none"><li>• <b>Presentational:</b></li></ul> <p>Have students create social media profile pages to share with the class.</p> <p>Students may construct flyers detailing their “amigo ideal”</p>

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- **Presentational: LWBT**

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

[Technology Standards](#)

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

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

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

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

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Key “I can” statements:**

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

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

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

**LWBT:**

- Describe yourself and others
- Identify people and things

	<ul style="list-style-type: none"> <li>• Use ser</li> <li>• Definite and indefinite articles</li> <li>• Noun-adjective agreement</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1</li> <li>• 7.1.NM.IPRET.2</li> <li>• 7.1.NM.IPRET.3</li> <li>• 7.1.NM.IPRET.4</li> <li>• 7.1.NM.IPRET.5</li> <li>• 7.1.NM.IPERS.1</li> <li>• 7.1.NM.IPERS.2</li> <li>• 7.1.NM.IPERS.3</li> <li>• 7.1.NM.IPERS.4</li> <li>• 7.1.NM.IPERS.5</li> <li>• 7.1.NM.IPERS.6</li> <li>• 7.1.NM.PRSNT.1</li> <li>• 7.1.NM.PRSNT.2</li> <li>• 7.1.NM.PRSNT.3</li> <li>• 7.1.NM.PRSNT.4</li> <li>• 7.1.NM.PRSNT.5</li> <li>• 7.1.NM.PRSNT.6</li> </ul>	<p>LGBTQ and Persons with Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>• <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
<ul style="list-style-type: none"> <li>• Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz</li> <li>• Summative: Reading comprehension quiz Lesson quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Google classroom</li> <li>• <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>• Webquests</li> <li>• Listening clips with textbook</li> <li>• EdPuzzle/Youtube videos</li> </ul>	<p><b>CAREER READY PRACTICES</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

Lesson test  
Presentations

- Benchmarks:  
Unit Tests  
Midterm Exam  
Final Exam
- Alternative:  
Blog  
Performance task  
Realia based activity  
Take home exams  
Student portfolios

CRP9. Model integrity, ethical leadership and effective management.  
CRP10. Plan education and career paths aligned to personal goals.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

#### ELA

- NJSLA.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.
- NJSLA.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.
- NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLA.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

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 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
- 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.

<p><b>Accommodations &amp; Modifications:</b></p> <p><a href="#">ELL * 504* GATE * IEP * At Risk</a></p> <p><a href="#">GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></p> <p><a href="#">ELL Resources</a></p> <p><a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a></p>	
--	--

<p><b>World Languages/Spanish I/9th Grade</b> 9th grade/Spanish 1</p>	<p><b>Unit 2 Lesson 1: Somos estudiantes</b></p>	
	<p><b>Big Idea(s)/Enduring Understanding(s):</b>How do schools in Hispanic countries compare to schools in the United States?</p>	
	<p><b>Estimated Time Frame: MP1: Approx. 12 Days</b></p>	
<p><b>CORE IDEAS/Essential Questions:</b></p>	<p><b>Modes of Communication Objectives and Key Concepts</b></p>	<p><b>Modes of Communication Performance Tasks and World Language Practices</b></p>
<p><b>CORE IDEAS:</b></p> <p>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals</p> <p>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> <li>● <b>Interpretive: LWBT</b></li> </ul> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>	<ul style="list-style-type: none"> <li>● <b>Interpretive:</b></li> </ul> <p>Continuation of the <i>Avancemos Telehistoria</i> series testing comprehension</p> <p>Group discussion/assessment of numbers vocabulary.</p> <p>Audio recordings about various times.</p> <ul style="list-style-type: none"> <li>● <b>Interpersonal:</b></li> </ul> <p>“Cuántos hay” jar activity where students interact/compete to guess a quantity of an item in a jar.</p> <p>Students will pretend they are new to the school and ask each other what time each class begins.</p> <p>Compare and contrast class responsibilities.</p>

**Essential Questions:**

- How do you explain a daily schedule?
- How do you ask for and/or reference time?
- How do you express what you do and what you have to do?

- **Interpersonal: LWBT**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- **Presentational: LWBT**

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

- **Presentational:**

Decorate a student schedule with the relevant class subject vocabulary and the proper time.

Write a cover statement for a Manual del Estudiante for their own school providing key information about the school environment.

Take on the role of a student ambassador and record a welcome video for the school, highlighting the student experience.

[Technology Standards](#)

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**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.

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.

	<p><b><u>LWBT:</u></b></p> <ul style="list-style-type: none"> <li>• Talk about school and when different courses meet</li> <li>• Ask and tell time</li> <li>• Say what you have and have to do</li> <li>• Describe groups of people and objects using singular and plural forms of nouns, articles, adjectives and ser</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1</li> <li>• 7.1.NM.IPRET.2</li> <li>• 7.1.NM.IPRET.3</li> <li>• 7.1.NM.IPRET.4</li> <li>• 7.1.NM.IPRET.5</li> <li>• 7.1.NM.IPERS.1</li> <li>• 7.1.NM.IPERS.2</li> <li>• 7.1.NM.IPERS.3</li> <li>• 7.1.NM.IPERS.4</li> <li>• 7.1.NM.IPERS.5</li> <li>• 7.1.NM.IPERS.6</li> <li>• 7.1.NM.PRSNT.1</li> <li>• 7.1.NM.PRSNT.2</li> <li>• 7.1.NM.PRSNT.3</li> <li>• 7.1.NM.PRSNT.4</li> <li>• 7.1.NM.PRSNT.5</li> <li>• 7.1.NM.PRSNT.6</li> </ul>	<p>LGBTQ and Persons with Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>• <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
<ul style="list-style-type: none"> <li>• Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer</li> </ul>	<ul style="list-style-type: none"> <li>• Google classroom</li> <li>• <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>• Webquests</li> <li>• Listening clips with textbook</li> <li>• EdPuzzle/Youtube videos</li> </ul>	<p><b>CAREER READY PRACTICES</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of</p>

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

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

- NJSLA.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.
- NJSLA.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.
- NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLA.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

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

		<ul style="list-style-type: none"> <li>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</li> <li>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<b>Differentiation Strategies:</b>	Notes: Authentic resources must be used throughout to meet the standards.	
<b>Accommodations &amp; Modifications:</b> <a href="#">ELL * 504* GATE * IEP * At Risk</a> <b>GENERAL <a href="#">Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></b>  <a href="#">ELL Resources</a>  <a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a>		

<b>World Languages/Spanish I/9th Grade</b> 9th grade/Spanish 1	<b>Unit 2 Lesson 2: En la Escuela</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do you describe places in the school setting?	
	<b>Estimated Time Frame: MP1: Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<b>CORE IDEAS:</b>  1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.  2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals  3.Presentational communication mode involves presenting information, concepts, and ideas to an	<ul style="list-style-type: none"> <li><b>Interpretive: LWBT</b></li> </ul> 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.  7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	<ul style="list-style-type: none"> <li><b>Interpretive:</b></li> </ul> Continuation of the <i>Avancemos Telehistoria</i> series testing comprehension  Vocabulary scaffolding exercises.  Logic activity connecting personal preferences with likely hangout locations/destinations.  <ul style="list-style-type: none"> <li><b>Interpersonal:</b></li> </ul>

audience of listeners or readers on a variety of topics.

**Essential Questions:**

- What do you see in your classroom?
- Where are you going?
- Where are things?
- How do you feel?

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

- **Interpersonal: LWBT**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. •

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Pass out multiple classroom objects to students and have them identify them by attributing them to one another.

Dónde está Wally activity working collectively to find the location of a fictional character.

Memory completion game estar + emotion

- **Presentational:**

Slideshow presentation of classmates acting out different emotions through selfies taken on phone/chromebook camera.

Emojis chart with mini descriptions.

Oral summary of "Mi clase favorita" cultural reading

[Technology Standards](#)

● **Presentational: LWBT**

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**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,

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.

	<p>phrases, and simple sentences through spoken, written, or signed language.</p> <p><b><u>LWBT:</u></b></p> <ul style="list-style-type: none"> <li>• Describe classes and classroom objects</li> <li>• Say where things are located</li> <li>• Say where you are going</li> <li>• Talk about how you feel</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1</li> <li>• 7.1.NM.IPRET.2</li> <li>• 7.1.NM.IPRET.3</li> <li>• 7.1.NM.IPRET.4</li> <li>• 7.1.NM.IPRET.5</li> <li>• 7.1.NM.IPERS.1</li> <li>• 7.1.NM.IPERS.2</li> <li>• 7.1.NM.IPERS.3</li> <li>• 7.1.NM.IPERS.4</li> <li>• 7.1.NM.IPERS.5</li> <li>• 7.1.NM.IPERS.6</li> <li>• 7.1.NM.PRSNT.1</li> <li>• 7.1.NM.PRSNT.2</li> <li>• 7.1.NM.PRSNT.3</li> <li>• 7.1.NM.PRSNT.4</li> <li>• 7.1.NM.PRSNT.5</li> <li>• 7.1.NM.PRSNT.6</li> </ul>	<p>LGBTQ and Persons with Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>• <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
<ul style="list-style-type: none"> <li>• Formative: Note taking, Choral Repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Google classroom</li> <li>• <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>• Webquests</li> </ul>	<p><b>CAREER READY PRACTICES</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>

Listening/reading comprehension  
Exit Slips  
Partner dialogues  
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

- Listening clips with textbook
- EdPuzzle/Youtube videos

CRP3. Attend to personal health and financial well-being.  
CRP4. Communicate clearly and effectively and with reason.  
CRP5. Consider the environmental, social and economic impacts of decisions.  
CRP6. Demonstrate creativity and innovation.  
CRP7. Employ valid and reliable research strategies.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP10. Plan education and career paths aligned to personal goals.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

ELA

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

TECHNOLOGY

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
  -
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

#### SOCIAL STUDIES

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

#### VISUAL AND PERFORMING ARTS

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

#### CAREER READINESS LIFE LITERACIES AND KEY SKILLS

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

		<ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<b>Differentiation Strategies:</b>	Notes: Authentic resources must be used throughout to meet the standards.	
<b>Accommodations &amp; Modifications:</b> <a href="#">ELL * 504* GATE * IEP * At Risk</a> <b>GENERAL <a href="#">Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></b>  <a href="#">ELL Resources</a>  <a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a>		

<b>World Languages/Spanish I/9th Grade</b> 9th grade/Spanish 1	<b>Unit 3 Lesson 1: Mi comida favorita</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do you discuss your favorite food and beverages?	
	<b>Estimated Time Frame: MP1: Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>

**CORE IDEAS:**

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

2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals

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

**Essential Questions:**

- How can students request different types of information?
- What foods and beverages do different people enjoy?

- **Interpretive: LWBT**

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

- **Interpersonal: LWBT**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. •

7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

- **Interpretive:**

Continuation of the *Avancemos Telehistoria* series testing comprehension

Food grouping worksheets (Which does not belong?)

Dialogue Q&A showing interrogative words in conversational context.

- **Interpersonal:**

Wedding planner activity gathering information on different food preferences of potential attending guests.

Group activity: “Birds of a feather” : Compare daily activities and form groups based on similar tastes/interests.

- **Presentational:**

Create a menu for a restaurant of your design.

Record a video of your “día típico” narrating what things you normally do throughout the day in the present tense.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- **Presentational: LWBT**

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Key "I can" statements:**

**Technology Standards**

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

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

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

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

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:**

- Food and beverages (meals)
- Interrogative words
- Gustar with nouns
- Present tense of –er and –ir verbs
- The verb hacer
- Traditional cooking

**Standards:**

**Instructional Resources:**

- 7.1.NM.IPRET.1
- 7.1.NM.IPRET.2
- 7.1.NM.IPRET.3
- 7.1.NM.IPRET.4
- 7.1.NM.IPRET.5
- 7.1.NM.IPERS.1
- 7.1.NM.IPERS.2

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

<ul style="list-style-type: none"> <li>● 7.1.NM.IPERS.3</li> <li>● 7.1.NM.IPERS.4</li> <li>● 7.1.NM.IPERS.5</li> <li>● 7.1.NM.IPERS.6</li> <li>● 7.1.NM.PRSNT.1</li> <li>● 7.1.NM.PRSNT.2</li> <li>● 7.1.NM.PRSNT.3</li> <li>● 7.1.NM.PRSNT.4</li> <li>● 7.1.NM.PRSNT.5</li> <li>● 7.1.NM.PRSNT.6</li> </ul>		
<p><b>Assessments:</b></p>	<p><b>Technology Integration:</b></p>	<p><b>Interdisciplinary Connections:</b></p>
<ul style="list-style-type: none"> <li>● Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz</li> <li>● Summative: Reading comprehension quiz Lesson quiz Lesson test Presentations</li> <li>● Benchmarks: Unit Tests Midterm Exam Final Exam</li> <li>● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios</li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● EdPuzzle/Youtube videos</li> </ul>	<p><b>CAREER READY PRACTICES</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>ELA</p> <ul style="list-style-type: none"> <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> </ul>

- NJLSA.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.
- NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJLSA.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.IH.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.IH.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.

		<p>VISUAL AND PERFORMING ARTS</p> <ul style="list-style-type: none"> <li>• 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</li> <li>• 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p>CAREER READINESS LIFE LITERACIES AND KEY SKILLS</p> <ul style="list-style-type: none"> <li>• 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</li> <li>• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>• 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</li> <li>• 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
--	--	---

**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>

Notes: Authentic resources must be used throughout to meet the standards.

9th grade/Spanish 1	<b>Big Idea(s)/Enduring Understanding(s):</b> How would you describe your family to others?	
<b>Estimated Time Frame: MP1: Approx. 12 Days</b>		
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<p><b>CORE IDEAS:</b></p> <p>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals</p> <p>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can you express possession in Spanish?</li> <li>• How can you reference particular dates?</li> <li>• Can you compare and contrast friends and family?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive: LWBT</b></li> </ul> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive:</b></li> </ul> <p>Continuation of the <i>Avancemos Telehistoria</i> series testing comprehension</p> <p>Fictional family extract and questions</p> <p>Youtube <i>Easy Spanish</i> birthday listing from people around the city</p> <p>Cultural insight into the quinceañera festivities with individual responses required</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal:</b></li> </ul> <p>Students ask each other when their birthdays are and exchange this information via <i>Telephone</i> game format.</p> <p>Students work in pairs to compare celebrity photos using words such as más, menos, mayor and menor.</p> <p>Interviewer/Quinceañera exchange</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b></li> </ul> <p>Build a digital or physical family tree showcasing the different members of your family and their relation to you.</p> <p>Create an agenda that displays events/occasions linked to the dates on which they are due to take place.</p>

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- **Presentation: LWBT**

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

[Technology Standards](#)

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

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

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

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

**Key “I can” statements:**

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

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

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

**LWBT:**

- Talk about family
- Ask and tell ages
- Express possession
- Give dates
- Make comparisons
- Discuss meals in Puerto Rico

**Standards:**

- 7.1.NM.IPRET.1
- 7.1.NM.IPRET.2
- 7.1.NM.IPRET.3
- 7.1.NM.IPRET.4
- 7.1.NM.IPRET.5
- 7.1.NM.IPERS.1
- 7.1.NM.IPERS.2
- 7.1.NM.IPERS.3

**Instructional Resources:**

LGBTQ and Persons with Disabilities Resources:

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

<ul style="list-style-type: none"> <li>● 7.1.NM.IPERS.4</li> <li>● 7.1.NM.IPERS.5</li> <li>● 7.1.NM.IPERS.6</li> <li>● 7.1.NM.PRSNT.1</li> <li>● 7.1.NM.PRSNT.2</li> <li>● 7.1.NM.PRSNT.3</li> <li>● 7.1.NM.PRSNT.4</li> <li>● 7.1.NM.PRSNT.5</li> <li>● 7.1.NM.PRSNT.6</li> </ul>		
<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
<ul style="list-style-type: none"> <li>● Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz</li> <li>● Summative: Reading comprehension quiz Lesson quiz Lesson test Presentations</li> <li>● Benchmarks: Unit Tests Midterm Exam Final Exam</li> <li>● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios</li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● EdPuzzle/Youtube videos</li> </ul>	<p><b>CAREER READY PRACTICES</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>ELA</p> <ul style="list-style-type: none"> <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</li> </ul>

conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLA.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.

		<p>VISUAL AND PERFORMING ARTS</p> <ul style="list-style-type: none"> <li>● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</li> <li>● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p>CAREER READINESS LIFE LITERACIES AND KEY SKILLS</p> <ul style="list-style-type: none"> <li>● 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</li> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
--	--	---

**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>

Notes: Authentic resources must be used throughout to meet the standards.

<b>World Languages/Spanish I/9th Grade</b> 9th grade/Spanish 1	<b>Unit 4 Lesson 1: ¡Vamos de compras!</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do you spend your free time?	
	<b>Estimated Time Frame: MP1: Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<p><b>CORE IDEAS:</b></p> <p>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals</p> <p>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What type of clothes do you buy?</li> <li>• How do people dress for each season?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive: LWBT</b></li> </ul> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized words,</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive:</b></li> </ul> <p>Continuation of the <i>Avancemos Telehistoria</i> series testing comprehension</p> <p>Yes/No activity about visible clothing in displayed images</p> <p>Chart with appropriate attire based on weather/setting/time of year</p> <p>TPR clapping activity to signal stem-changing verbs</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal</b></li> </ul> <p>Clothing catalog discussion between students</p> <p>Mercado simulation with a set amount of money to spend at student-run shops.</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b></li> </ul> <p>Exaggerated seasonal costume activity</p> <p>Fashion show</p>

phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- **Presentational: LWBT**

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Technology Standards

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

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

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

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

**Key “I can” statements:**

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

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

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

**LWBT:**

- Talk about what clothes you want to buy
- Say what you wear in different seasons
- Tener expressions
- Stem-changing verbs (e-ie)
- Direct object pronouns

**Standards:**

- 7.1.NM.IPRET.1
- 7.1.NM.IPRET.2
- 7.1.NM.IPRET.3
- 7.1.NM.IPRET.4
- 7.1.NM.IPRET.5
- 7.1.NM.IPERS.1
- 7.1.NM.IPERS.2

**Instructional Resources:**

LGBTQ and Persons with Disabilities Resources:

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

<ul style="list-style-type: none"> <li>● 7.1.NM.IPERS.3</li> <li>● 7.1.NM.IPERS.4</li> <li>● 7.1.NM.IPERS.5</li> <li>● 7.1.NM.IPERS.6</li> <li>● 7.1.NM.PRSNT.1</li> <li>● 7.1.NM.PRSNT.2</li> <li>● 7.1.NM.PRSNT.3</li> <li>● 7.1.NM.PRSNT.4</li> <li>● 7.1.NM.PRSNT.5</li> <li>● 7.1.NM.PRSNT.6</li> </ul>		
<p><b>Assessments:</b></p>	<p><b>Technology Integration:</b></p>	<p><b>Interdisciplinary Connections:</b></p>
<ul style="list-style-type: none"> <li>● Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz</li> <li>● Summative: Reading comprehension quiz Lesson quiz Lesson test Presentations</li> <li>● Benchmarks: Unit Tests Midterm Exam Final Exam</li> <li>● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios</li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● EdPuzzle/Youtube videos</li> </ul>	<p><b>CAREER READY PRACTICES</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>ELA</p> <ul style="list-style-type: none"> <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> </ul>

- NJLSA.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.
- NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJLSA.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.

		<p>VISUAL AND PERFORMING ARTS</p> <ul style="list-style-type: none"> <li>● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</li> <li>● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p>CAREER READINESS LIFE LITERACIES AND KEY SKILLS</p> <ul style="list-style-type: none"> <li>● 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</li> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
--	--	---

**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>

Notes: Authentic resources must be used throughout to meet the standards.

<b>World Languages/Spanish I/9th Grade</b> 9th grade/Spanish 1	<b>Unit 4 Lesson 2: ¿Qué hacemos esta noche?</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do you get around the city?	
	<b>Estimated Time Frame: MP1: Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<p><b>CORE IDEAS:</b></p> <p>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals</p> <p>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What places and events are there in town?</li> <li>• What types of transportation do you use?</li> <li>• What are you going to do later?</li> <li>• What would you like to order?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive: LWBT</b></li> </ul> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. •</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive:</b></li> </ul> <p>Continuation of the <i>Avancemos Telehistoria</i> series testing comprehension</p> <p>A Responder! picture recognition based on camarero’s indications.</p> <p>Stem change worksheets.</p> <p><i>Los Rebeldes</i> poster info grab with scaffolded text and cierto/falso statements</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal:</b></li> </ul> <p>Pantomime scenes for what takes place in different areas around the city</p> <p>Restaurant skit ordering food. Students can rate the dining “experience” via a class-accessible “Yelp”</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b></li> </ul> <p>Create a short, impactful travel guide that arranges comida/lugares/transporte options for future tourists. Students can choose to use their hometown, a nearby city or any city of their choice.</p> <p>Make an itinerary of must-see / must-do vocabulary</p> <p>Write a letter to a friend who is considering visiting. Explain what your current town or city has to offer.</p>

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- **Presentation: LWBT**

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

[Technology Standards](#)

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

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

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

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

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Key “I can” statements:**

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

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

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

**LWBT:**

- Describe places and events in town
- Talk about the types of transportation
- Say what you are going to do

	<ul style="list-style-type: none"> <li>• Order from a menu</li> <li>• Stem-changing verbs</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1</li> <li>• 7.1.NM.IPRET.2</li> <li>• 7.1.NM.IPRET.3</li> <li>• 7.1.NM.IPRET.4</li> <li>• 7.1.NM.IPRET.5</li> <li>• 7.1.NM.IPERS.1</li> <li>• 7.1.NM.IPERS.2</li> <li>• 7.1.NM.IPERS.3</li> <li>• 7.1.NM.IPERS.4</li> <li>• 7.1.NM.IPERS.5</li> <li>• 7.1.NM.IPERS.6</li> <li>• 7.1.NM.PRSNT.1</li> <li>• 7.1.NM.PRSNT.2</li> <li>• 7.1.NM.PRSNT.3</li> <li>• 7.1.NM.PRSNT.4</li> <li>• 7.1.NM.PRSNT.5</li> <li>• 7.1.NM.PRSNT.6</li> </ul>	LGBTQ and Persons with Disabilities Resources: <ul style="list-style-type: none"> <li>• <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>• <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
<ul style="list-style-type: none"> <li>• Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer</li> </ul>	<ul style="list-style-type: none"> <li>• Google classroom</li> <li>• <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>• Webquests</li> <li>• Listening clips with textbook</li> <li>• EdPuzzle/Youtube videos</li> </ul>	<b>CAREER READY PRACTICES</b> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of

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

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

- NJSLA.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.
- NJSLA.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.
- NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLA.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

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

		<ul style="list-style-type: none"> <li>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</li> <li>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<b>Differentiation Strategies:</b>	Notes: Authentic resources must be used throughout to meet the standards.	
<b>Accommodations &amp; Modifications:</b> <a href="#">ELL * 504* GATE * IEP * At Risk</a> <b>GENERAL <a href="#">Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></b>  <a href="#">ELL Resources</a>  <a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a>		

<b>World Languages/Spanish I/9th Grade</b> 9th grade/Spanish 1	<b>Unit 5 Lesson 1 : Vivimos aquí</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do you describe where you live?	
	<b>Estimated Time Frame: MP1: Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<b>CORE IDEAS:</b>  1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.  2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals	<ul style="list-style-type: none"> <li><b>Interpretive: LWBT</b></li> </ul> 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.  7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	<ul style="list-style-type: none"> <li><b>Interpretive:</b></li> </ul> Continuation of the <i>Avancemos Telehistoria</i> series testing comprehension  Fly swatter room game recognizing parts of the home  Vocabulary Kahoot/Gimkit  <ul style="list-style-type: none"> <li><b>Interpersonal</b></li> </ul>

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

**Essential Questions:**

- Where do you live and how would you describe your home?
- How do you order a series of people, places or items?

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

- **Interpersonal: LWBT**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- **Presentational: LWBT**

Use photos from magazines to create a collage of an ideal house/apartment space and discuss with your fellow group members

Ser/Estar scenario "finish my sentence" activity

Negation exercise in which students deny claims about a person's characteristics and reference their home life as evidence

- **Presentational:**

Assemble a box model diorama of your home/a home

Slide presentation with images of different parts of the house.

Draw a map of your home with vibrant imagery and clearly labeled room/space vocabulary.

[Technology Standards](#)

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

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

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

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

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**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.

access to open source technologies has had on innovation and on a society's economy, politics, and culture.

	<p><b><u>LWBT:</u></b></p> <ul style="list-style-type: none"> <li>• Describe a house and household items</li> <li>• Indicate the order of things</li> <li>• Describe people and locations</li> <li>• Ser or Estar</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1</li> <li>• 7.1.NM.IPRET.2</li> <li>• 7.1.NM.IPRET.3</li> <li>• 7.1.NM.IPRET.4</li> <li>• 7.1.NM.IPRET.5</li> <li>• 7.1.NM.IPERS.1</li> <li>• 7.1.NM.IPERS.2</li> <li>• 7.1.NM.IPERS.3</li> <li>• 7.1.NM.IPERS.4</li> <li>• 7.1.NM.IPERS.5</li> <li>• 7.1.NM.IPERS.6</li> <li>• 7.1.NM.PRSNT.1</li> <li>• 7.1.NM.PRSNT.2</li> <li>• 7.1.NM.PRSNT.3</li> <li>• 7.1.NM.PRSNT.4</li> <li>• 7.1.NM.PRSNT.5</li> <li>• 7.1.NM.PRSNT.6</li> </ul>	<p>LGBTQ and Persons with Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>• <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
<ul style="list-style-type: none"> <li>• Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues</li> </ul>	<ul style="list-style-type: none"> <li>• Google classroom</li> <li>• <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>• Webquests</li> <li>• Listening clips with textbook</li> <li>• EdPuzzle/Youtube videos</li> </ul>	<p><b>CAREER READY PRACTICES</b></p> <p>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.</p>

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.

#### 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.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

		<ul style="list-style-type: none"> <li>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</li> <li>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<b>Differentiation Strategies:</b>	Notes: Authentic resources must be used throughout to meet the standards.	
<b>Accommodations &amp; Modifications:</b> <a href="#">ELL * 504* GATE * IEP * At Risk</a> <b>GENERAL <a href="#">Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></b>  <a href="#">ELL Resources</a>  <a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a>		

<b>World Languages/Spanish I/9th Grade</b> 9th grade/Spanish 1	<b>Unit 5 Lesson 2: Una fiesta en casa</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do you plan a party and delegate responsibilities?	
	<b>Estimated Time Frame: MP1: Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<b>CORE IDEAS:</b>  1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.  2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals	<ul style="list-style-type: none"> <li><b>Interpretive: LWBT</b></li> </ul> 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.  7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	<ul style="list-style-type: none"> <li><b>Interpretive:</b> Continuation of the <i>Avancemos Telehistoria</i> series testing comprehension  Dibujarama game with household tasks  A Responder! Listening exercise</li> <li><b>Interpersonal:</b>  Chore reaction dialogues</li> </ul>

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

**Essential Questions:**

- What do you need for a party or gathering?
- What are your chores and responsibilities?
- How can you tell someone what to do?

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

- **Interpersonal: LWBT**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Pair dictations and meaningful movement

Work together to list key words/phrases from bailes folklóricos and describe in their own words

- **Presentational:**

Create a checklist of all the preparatory steps leading up to a party

Students will plan mini parties in groups that they will have organized at individual stations throughout the classroom.

Piñata construction project

[Technology Standards](#)

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

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

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

- **Presentational: LWBT**

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**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,

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.

phrases, and simple sentences through spoken, written, or signed language.

**LWBT:**

- Plan a party
- Talk about chores and responsibilities
- Tell someone what to do
- Say what you just did
- Affirmative Tu commands
- Acabar de + infinitive

**Standards:**

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

**Instructional Resources:**

LGBTQ and Persons with Disabilities Resources:

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

Assessments:	Technology Integration:	Interdisciplinary Connections:
<ul style="list-style-type: none"> <li>● Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz</li> <li>● Summative: Reading comprehension quiz Lesson quiz Lesson test Presentations</li> <li>● Benchmarks: Unit Tests Midterm Exam Final Exam</li> <li>● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios</li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● EdPuzzle/Youtube videos</li> </ul>	<p><b>CAREER READY PRACTICES</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.</p> <p>ELA</p> <ul style="list-style-type: none"> <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 others' ideas and expressing their own clearly and persuasively.</li> <li>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ul>

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

		<ul style="list-style-type: none"> <li>● 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</li> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<b>Differentiation Strategies:</b>	Notes: Authentic resources must be used throughout to meet the standards.	
<b>Accommodations &amp; Modifications:</b> <a href="#">ELL * 504* GATE * IEP * At Risk</a> <b>GENERAL <a href="#">Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></b>  <a href="#">ELL Resources</a>  <a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a>		

<b>World Languages/Spanish I/9th Grade</b> 9th grade/Spanish 1	<b>Unit 6 Lesson 1 : ¿Cuál es tu deporte favorito?</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do you discuss spots and sports equipment?	
	<b>Estimated Time Frame: MP1: Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>

**CORE IDEAS:**

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

2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals

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

**Essential Questions:**

- What sports do you play and follow?
- What things and what people do you know?

- **Interpretive: LWBT**

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

- **Interpersonal: LWBT**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

- **Interpretive:**

Continuation of the *Avancemos Telehistoria* series testing comprehension

A responder! Activity

¿A qué juegan? Listening exercise

- **Interpersonal:**

¿Conoces? Pair task

Teammate role play activity

Equipment selection game

- **Presentational:**

Students create advertising posters for a sports store

Arte representativo: cultural presentation

Create a radio promotion for sporting events

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- **Presentational: LWBT**

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Technology Standards

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

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

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

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

**Key “I can” statements:**

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

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

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

**LWBT:**

- Discuss sports
- Talk about whom you know
- Talk about what you know
- The verb jugar
- Saber vs Conocer
- Personal a

Standards:	Instructional Resources:	
<ul style="list-style-type: none"> <li>● 7.1.NM.IPRET.1</li> <li>● 7.1.NM.IPRET.2</li> <li>● 7.1.NM.IPRET.3</li> <li>● 7.1.NM.IPRET.4</li> <li>● 7.1.NM.IPRET.5</li> <li>● 7.1.NM.IPERS.1</li> <li>● 7.1.NM.IPERS.2</li> <li>● 7.1.NM.IPERS.3</li> <li>● 7.1.NM.IPERS.4</li> <li>● 7.1.NM.IPERS.5</li> <li>● 7.1.NM.IPERS.6</li> <li>● 7.1.NM.PRSNT.1</li> <li>● 7.1.NM.PRSNT.2</li> <li>● 7.1.NM.PRSNT.3</li> <li>● 7.1.NM.PRSNT.4</li> <li>● 7.1.NM.PRSNT.5</li> <li>● 7.1.NM.PRSNT.6</li> </ul>	<p>LGBTQ and Persons with Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>● <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
Assessments:	Technology Integration:	Interdisciplinary Connections:
<ul style="list-style-type: none"> <li>● Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz</li> <li>● Summative: Reading comprehension quiz Lesson quiz Lesson test Presentations</li> <li>● Benchmarks: Unit Tests</li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● EdPuzzle/Youtube videos</li> </ul>	<p><b>CAREER READY PRACTICES</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

Midterm Exam  
Final Exam

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

#### ELA

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### TECHNOLOGY

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
  -
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

		<p><b>SOCIAL STUDIES</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>VISUAL AND PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</li> <li>1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p><b>CAREER READINESS LIFE LITERACIES AND KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</li> <li>9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</li> <li>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<p><b>Differentiation Strategies:</b></p>	<p>Notes: Authentic resources must be used throughout to meet the standards.</p>	
<p><b>Accommodations &amp; Modifications:</b>  <a href="#">ELL * 504* GATE * IEP * At Risk</a>  <b>GENERAL <a href="#">Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></b></p>		

[ELL Resources](#)

<http://www.nj.gov/education/cccs/2014/wl/glossary.pdf>

<p><b>World Languages/Spanish I/9th Grade</b> 9th grade/Spanish 1</p>	<p><b>Unit 6 Lesson 2: La salud</b></p>	
<p><b>CORE IDEAS/Essential Questions:</b></p>	<p><b>Big Idea(s)/Enduring Understanding(s):</b>How do you maintain good health? <b>Estimated Time Frame: MP1: Approx. 12 Days</b></p>	
<p><b>CORE IDEAS:</b></p> <p>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals</p> <p>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do we label and/or reference different body parts in Spanish?</li> <li>• What did you previously do?</li> </ul>	<p><b>Modes of Communication Objectives and Key Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Interpretive: LWBT</b></li> </ul> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p>	<p><b>Modes of Communication Performance Tasks and World Language Practices</b></p> <ul style="list-style-type: none"> <li>• <b>Interpretive:</b></li> </ul> <p>Continuation of <i>Avancemos</i> telehistoria testing comprehension</p> <p>Class questions and charting</p> <p>Simon dice instruction and game</p> <p>Preterito Sentence completion</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal:</b></li> </ul> <p>“Last weekend” conversation prompts</p> <p>¿Quién fue” Clue-based mystery</p> <p>Entrenamiento challenge</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b></li> </ul> <p>Write and perform a song based on body vocabulary</p>

- How do populations within a Hispanic culture approach health and wellness?

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- **Presentational: LWBT**

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Comparacion cultural musical instrument research and presentation

Technology Standards

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

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

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

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

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Key “I can” statements:**

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

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

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

**LWBT:**

- Discuss parts of the body

	<ul style="list-style-type: none"> <li>• Make excuses</li> <li>• Say what you did</li> <li>• Talk about staying healthy</li> <li>• Verb: doler</li> <li>• Preterite of -ar verbs</li> <li>• Preterite of -car, -gar and -zar verbs</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1</li> <li>• 7.1.NM.IPRET.2</li> <li>• 7.1.NM.IPRET.3</li> <li>• 7.1.NM.IPRET.4</li> <li>• 7.1.NM.IPRET.5</li> <li>• 7.1.NM.IPERS.1</li> <li>• 7.1.NM.IPERS.2</li> <li>• 7.1.NM.IPERS.3</li> <li>• 7.1.NM.IPERS.4</li> <li>• 7.1.NM.IPERS.5</li> <li>• 7.1.NM.IPERS.6</li> <li>• 7.1.NM.PRSNT.1</li> <li>• 7.1.NM.PRSNT.2</li> <li>• 7.1.NM.PRSNT.3</li> <li>• 7.1.NM.PRSNT.4</li> <li>• 7.1.NM.PRSNT.5</li> <li>• 7.1.NM.PRSNT.6</li> </ul>	LGBTQ and Persons with Disabilities Resources: <ul style="list-style-type: none"> <li>• <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>• <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
<ul style="list-style-type: none"> <li>• Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Google classroom</li> <li>• <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>• Webquests</li> <li>• Listening clips with textbook</li> <li>• EdPuzzle/Youtube videos</li> </ul>	<b>CAREER READY PRACTICES</b> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.

<ul style="list-style-type: none"> <li>● Summative: Reading comprehension quiz Lesson quiz Lesson test Presentations</li> <li>● Benchmarks: Unit Tests Midterm Exam Final Exam</li> <li>● Alternative: Blog Performance task Realia based activity Take home exams Student portfolios</li> </ul>		<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>ELA</p> <ul style="list-style-type: none"> <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 others' ideas and expressing their own clearly and persuasively.</li> <li>● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ul> <p>TECHNOLOGY</p> <ul style="list-style-type: none"> <li>● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</li> <li>● 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.</li> <li>● 8.2.12.ITH.1: Analyze a product to determine the impact that</li> </ul>
--	--	--

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.3: Investigate how continuing education contributes to one's career and personal growth.
- 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
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

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

<b>World Languages/Spanish I/9th Grade</b> 9th grade/Spanish 1	<b>Unit 7 Lesson 1: En el cibercafé</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do you describe a past event along with technology?	
	<b>Estimated Time Frame: MP1: Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<b>CORE IDEAS:</b>  1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.  2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals  3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> <li>● <b>Interpretive: LWBT</b></li> </ul> 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.  7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.  7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.  7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.	<ul style="list-style-type: none"> <li>● <b>Interpretive:</b></li> </ul> Continuation of the <i>Avancemos Telehistoria</i> series testing comprehension  Tesoros en el Web digital scavenger hunt  A responder! exercise  ¿En qué orden? Listening activity  <ul style="list-style-type: none"> <li>● <b>Interpersonal:</b></li> </ul> Qué hiciste primero series of events exercise  Groups of students speed challenge listing daily technology

**Essential Questions:**

- What technology serves us in everyday life?
- Who did what (activity)?
- How can we apply criteria to narrow down a group of people?

- **Interpersonal: LWBT**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- **Presentational: LWBT**

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

- **Presentational:**

Digital bulletin boards with technology vocabulary

Narrated videos using technology in and out of school

[Technology Standards](#)

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

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

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

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**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:**

	<ul style="list-style-type: none"> <li>• Talk about technology</li> <li>• Discuss a series of events</li> <li>• State what you did</li> <li>• Preterite -er/ ir verbs</li> <li>• Affirmative and negative words</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1</li> <li>• 7.1.NM.IPRET.2</li> <li>• 7.1.NM.IPRET.3</li> <li>• 7.1.NM.IPRET.4</li> <li>• 7.1.NM.IPRET.5</li> <li>• 7.1.NM.IPERS.1</li> <li>• 7.1.NM.IPERS.2</li> <li>• 7.1.NM.IPERS.3</li> <li>• 7.1.NM.IPERS.4</li> <li>• 7.1.NM.IPERS.5</li> <li>• 7.1.NM.IPERS.6</li> <li>• 7.1.NM.PRSNT.1</li> <li>• 7.1.NM.PRSNT.2</li> <li>• 7.1.NM.PRSNT.3</li> <li>• 7.1.NM.PRSNT.4</li> <li>• 7.1.NM.PRSNT.5</li> <li>• 7.1.NM.PRSNT.6</li> </ul>	<b>LGBTQ and Persons with Disabilities Resources:</b> <ul style="list-style-type: none"> <li>• <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>• <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
<ul style="list-style-type: none"> <li>• Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Google classroom</li> <li>• <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>• Webquests</li> <li>• Listening clips with textbook</li> <li>• EdPuzzle/Youtube videos</li> </ul>	<b>CAREER READY PRACTICES</b> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.

- 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

- 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.

#### 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.3: Investigate how continuing education contributes to one's career and personal growth.
- 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
- 9.4.12.CT.1: Identify problem-solving strategies used in the

		development of an innovative product or practice.
<b>Differentiation Strategies:</b>	Notes: Authentic resources must be used throughout to meet the standards.	
<b>Accommodations &amp; Modifications:</b> <a href="#">ELL * 504* GATE * IEP * At Risk</a> <b>GENERAL <a href="#">Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></b>  <a href="#">ELL Resources</a>  <a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a>		

<b>World Languages/Spanish I/9th Grade</b> 9th grade/Spanish 1	<b>Unit 7 Lesson 2: Un día en el parque de diversiones</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do you describe a family trip?	
	<b>Estimated Time Frame: MP1: Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<b>CORE IDEAS:</b>  1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.  2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals  3.Presentational communication mode involves presenting information, concepts, and ideas to an	<ul style="list-style-type: none"> <li><b>Interpretive: LWBT</b></li> </ul> 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.  7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.  7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	<ul style="list-style-type: none"> <li><b>Interpretive:</b></li> </ul> Continuation of the <i>Avancemos Telehistoria</i> series testing comprehension  Preterite Booklet  A responder! Activity  Interactive flashcards matching  Timeline about “Conoces un lugar divertido?”  <ul style="list-style-type: none"> <li><b>Interpersonal:</b></li> </ul>

audience of listeners or readers on a variety of topics.

**Essential Questions:**

- How do conversations over the phone differ from in-person interactions?
- Where did you go and how was your experience?
- What are some ways to extend an invitation?

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

- **Interpersonal: LWBT**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. •

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- **Presentational: LWBT**

Simulated phone conversations

ER-IR preterite verb practice in pairs

Fueron a diferentes lugares listening activity

Humorous excuses brainstorming: Invitation rejection

- **Presentational:**

Journal entry (Un día en el parque de atracciones)

Create RSVP invitations for a celebratory occasion in Spanish

Design boletos for different rides/attractions

Make postcards about el Museo al Aire Libre

[Technology Standards](#)

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

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

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

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

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**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:**

- Have a phone conversation
- Discuss past activities
- Extend invitations
- Preterite verbs: ir, ser and hacer

**Standards:**

- 7.1.NM.IPRET.1
- 7.1.NM.IPRET.2
- 7.1.NM.IPRET.3
- 7.1.NM.IPRET.4
- 7.1.NM.IPRET.5
- 7.1.NM.IPERS.1
- 7.1.NM.IPERS.2
- 7.1.NM.IPERS.3
- 7.1.NM.IPERS.4
- 7.1.NM.IPERS.5
- 7.1.NM.IPERS.6

**Instructional Resources:**

LGBTQ and Persons with Disabilities Resources:

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

<ul style="list-style-type: none"> <li>● 7.1.NM.PRSNT.1</li> <li>● 7.1.NM.PRSNT.2</li> <li>● 7.1.NM.PRSNT.3</li> <li>● 7.1.NM.PRSNT.4</li> <li>● 7.1.NM.PRSNT.5</li> <li>● 7.1.NM.PRSNT.6</li> </ul>		
<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
<ul style="list-style-type: none"> <li>● Formative: <ul style="list-style-type: none"> <li>Note taking,</li> <li>Choral Repetition</li> <li>Listening/reading comprehension</li> <li>Exit Slips</li> <li>Partner dialogues</li> <li>Question/Answer</li> <li>Vocabulary quiz</li> <li>Grammar quiz</li> </ul> </li> <li>● Summative: <ul style="list-style-type: none"> <li>Reading comprehension quiz</li> <li>Lesson quiz</li> <li>Lesson test</li> <li>Presentations</li> </ul> </li> <li>● Benchmarks: <ul style="list-style-type: none"> <li>Unit Tests</li> <li>Midterm Exam</li> <li>Final Exam</li> </ul> </li> <li>● Alternative: <ul style="list-style-type: none"> <li>Blog</li> <li>Performance task</li> <li>Realia based activity</li> <li>Take home exams</li> <li>Student portfolios</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● EdPuzzle/Youtube videos</li> </ul>	<p><b>CAREER READY PRACTICES</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>ELA</p> <ul style="list-style-type: none"> <li>● NJSLA.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>● NJSLA.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

		<p>between music and the other arts, other disciplines, varied contexts and daily life.</p> <ul style="list-style-type: none"> <li>● 1.2.12.prof.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p>CAREER READINESS LIFE LITERACIES AND KEY SKILLS</p> <ul style="list-style-type: none"> <li>● 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</li> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<p><b>Differentiation Strategies:</b></p> <p><b>Accommodations &amp; Modifications:</b></p> <p><a href="#">ELL * 504* GATE * IEP * At Risk</a></p> <p><a href="#">GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></p> <p><a href="#">ELL Resources</a></p> <p><a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a></p>	<p>Notes: Authentic resources must be used throughout to meet the standards.</p>	

<p><b>World Languages/Spanish I/9th Grade</b> 9th grade/Spanish 1</p>	<p><b>Unit 8 Lesson 1: Pensando en las vacaciones</b></p> <p><b>Big Idea(s)/Enduring Understanding(s):</b> How do you plan for vacations?</p> <p><b>Estimated Time Frame: MP1: Approx. 12 Days</b></p>	
---	--	--

CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
<p><b>CORE IDEAS:</b></p> <p>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals</p> <p>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How would you describe the sequence of events in a typical day?</li> <li>• What is happening/what are you currently doing?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive: LWBT</b></li> </ul> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive:</b></li> </ul> <p>Continuation of the <i>Avancemos Telehistoria</i> series testing comprehension</p> <p>A Responder! Activity</p> <p>La rutina de Susana exercise</p> <p>¡Se lavan! exercise</p> <p>¿De vacaciones o no? Identification activity</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal:</b></li> </ul> <p>Charades “ando/iendo” progressive actions</p> <p>Partner descriptions for school day and weekend routines</p> <p>Work together to calculate the colones conversion for different vacation costs in Costa Rica</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b></li> </ul> <p>Videos depicting ongoing actions in Spanish</p> <p>Expedia travel itinerary</p> <p>Written descriptions of a preserved area in students’ community</p> <p><a href="#">Technology Standards</a></p> <p>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p>

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- **Presentational: LWBT**

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Key "I can" statements:**

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.

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:**

- Talk about a typical day
- Say what you are doing
- Discuss routines on vacation
- Reflexive verbs
- Present progressive tense

**Standards:**

**Instructional Resources:**

- 7.1.NM.IPRET.1
- 7.1.NM.IPRET.2
- 7.1.NM.IPRET.3
- 7.1.NM.IPRET.4
- 7.1.NM.IPRET.5
- 7.1.NM.IPERS.1
- 7.1.NM.IPERS.2
- 7.1.NM.IPERS.3
- 7.1.NM.IPERS.4
- 7.1.NM.IPERS.5
- 7.1.NM.IPERS.6

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

<ul style="list-style-type: none"> <li>● 7.1.NM.PRSNT.1</li> <li>● 7.1.NM.PRSNT.2</li> <li>● 7.1.NM.PRSNT.3</li> <li>● 7.1.NM.PRSNT.4</li> <li>● 7.1.NM.PRSNT.5</li> <li>● 7.1.NM.PRSNT.6</li> </ul>		
<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
<ul style="list-style-type: none"> <li>● Formative: <ul style="list-style-type: none"> <li>Note taking,</li> <li>Choral Repetition</li> <li>Listening/reading comprehension</li> <li>Exit Slips</li> <li>Partner dialogues</li> <li>Question/Answer</li> <li>Vocabulary quiz</li> <li>Grammar quiz</li> </ul> </li> <li>● Summative: <ul style="list-style-type: none"> <li>Reading comprehension quiz</li> <li>Lesson quiz</li> <li>Lesson test</li> <li>Presentations</li> </ul> </li> <li>● Benchmarks: <ul style="list-style-type: none"> <li>Unit Tests</li> <li>Midterm Exam</li> <li>Final Exam</li> </ul> </li> <li>● Alternative: <ul style="list-style-type: none"> <li>Blog</li> <li>Performance task</li> <li>Realia based activity</li> <li>Take home exams</li> <li>Student portfolios</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● EdPuzzle/Youtube videos</li> </ul>	<p><b>CAREER READY PRACTICES</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>ELA</p> <ul style="list-style-type: none"> <li>● NJSLA.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>● NJSLA.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.</li> <li>● NJSLA.SL2. Integrate and evaluate information presented in</li> </ul>

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.

		<ul style="list-style-type: none"> <li>● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p>CAREER READINESS LIFE LITERACIES AND KEY SKILLS</p> <ul style="list-style-type: none"> <li>● 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</li> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<b>Differentiation Strategies:</b>	Notes: Authentic resources must be used throughout to meet the standards.	
<b>Accommodations &amp; Modifications:</b> <a href="#">ELL * 504* GATE * IEP * At Risk</a> <a href="#">GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a> <a href="#">ELL Resources</a> <a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a>		

9th grade/Spanish 1	<b>Big Idea(s)/Enduring Understanding(s):</b> What memorabilia do you bring back from a trip?	
<b>Estimated Time Frame: MP1: Approx. 12 Days</b>		
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<p><b>CORE IDEAS:</b></p> <p>1.Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>2. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals</p> <p>3.Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do you spend your time while on vacation?</li> <li>• What collectibles and keepsakes do you like to save?</li> <li>• Can you make clear reference to a specific object out of a group of many?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive: LWBT</b></li> </ul> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive:</b></li> </ul> <p>Continuation of the <i>Avancemos Telehistoria</i> series testing comprehension</p> <p>Gimkit with vacation vocabulary</p> <p>Avanza Rap lyric challenge</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal:</b></li> </ul> <p>Use bargaining skills to negotiate with one another for better souvenir prices</p> <p>Students choose varied gifts for one another</p> <p>¿A cuál te refieres? Activity</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b></li> </ul> <p>Create a scrapbook about your vacation and the things you did</p> <p>Describe pictures of different shops in Costa Rica</p> <p>Create a game for isolating different objects that don't belong in a group of other objects</p>

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- **Presentational: LWBT**

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

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

[Technology Standards](#)

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

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

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

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

**Key “I can” statements:**

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

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

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

**LWBT:**

- Talk about buying souvenirs
- Vacation activities
- Indirect object pronouns
- Demonstrative adjectives

**Standards:**

**Instructional Resources:**

<ul style="list-style-type: none"> <li>● 7.1.NM.IPRET.1</li> <li>● 7.1.NM.IPRET.2</li> <li>● 7.1.NM.IPRET.3</li> <li>● 7.1.NM.IPRET.4</li> <li>● 7.1.NM.IPRET.5</li> <li>● 7.1.NM.IPERS.1</li> <li>● 7.1.NM.IPERS.2</li> <li>● 7.1.NM.IPERS.3</li> <li>● 7.1.NM.IPERS.4</li> <li>● 7.1.NM.IPERS.5</li> <li>● 7.1.NM.IPERS.6</li> <li>● 7.1.NM.PRSNT.1</li> <li>● 7.1.NM.PRSNT.2</li> <li>● 7.1.NM.PRSNT.3</li> <li>● 7.1.NM.PRSNT.4</li> <li>● 7.1.NM.PRSNT.5</li> <li>● 7.1.NM.PRSNT.6</li> </ul>	<p>LGBTQ and Persons with Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>● <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
<ul style="list-style-type: none"> <li>● Formative: Note taking, Choral Repetition Listening/reading comprehension Exit Slips Partner dialogues Question/Answer Vocabulary quiz Grammar quiz</li> <li>● Summative: Reading comprehension quiz Lesson quiz Lesson test Presentations</li> <li>● Benchmarks: Unit Tests Midterm Exam Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/<a href="#">Kahoot</a>//<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● EdPuzzle/Youtube videos</li> </ul>	<p><b>CAREER READY PRACTICES</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.</p> <p>ELA</p>

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

- 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.

		<p><b>SOCIAL STUDIES</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>VISUAL AND PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</li> <li>1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p><b>CAREER READINESS LIFE LITERACIES AND KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</li> <li>9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities</li> <li>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<p><b>Differentiation Strategies:</b></p>	<p>Notes: Authentic resources must be used throughout to meet the standards.</p>	
<p><b>Accommodations &amp; Modifications:</b>  <a href="#">ELL * 504* GATE * IEP * At Risk</a>  <b>GENERAL <a href="#">Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></b></p>		

[ELL Resources](#)

<http://www.nj.gov/education/cccs/2014/wl/glossary.pdf>