

<b>World Languages/Spanish 3/11th Grade</b> 11th grade/Spanish 3	<b>Unit 1/Lesson 1: Vamos a Acampar</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do we talk about past events?	
	<b>Estimated Time Frame: Approx. 10 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 describe a camping trip and what is needed for the outdoors?</li> <li>• How does the geography of a country influence forms of recreation?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive: LWBT</b></li> </ul> <p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s)</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <ul style="list-style-type: none"> <li>• <b>Presentational: LWBT</b></li> </ul> <p>7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive:</b></li> </ul> <p>Read short text about camping items and activities</p> <p>Listen to Un Dia de Campo and answer comprehension questions</p> <p>Analyze emails from different camping experiences and explain who had a better/worst day</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal:</b></li> </ul> <p>In pairs, students practice new vocabulary terms to state what basic items can be brought to a camping trip</p> <p>In pairs, students engage in a brief conversation sharing an experience real or imaginary about a camping trip</p> <p>Interview a partner about their preferences in terms of transportation and activities in a camping excursion</p> <p>Ask and answer questions about your last vacations using Preterite forms</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b></li> </ul> <p>Create a collage depicting different camping activities</p> <p>Create an email to a friend describing the last vacations you took with your family</p> <p>Google slides presentation sharing a real or imaginary trip you took with friends in the past to a camping place</p>

	<p>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p> <p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p><b>Key “I can” statements:</b></p> <p>I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</p> <p>I can present personal information about my life, activities and events, using simple sentences.</p> <p><b><u>LWBT:</u></b></p> <ul style="list-style-type: none"> <li>● Describe a camping trip</li> <li>● Talk about what you did with friends</li> <li>● Talk about nature</li> <li>● Use irregular Preterite grammar</li> </ul>	<p><u>Technology Standards</u></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 economic, political, social, and/or cultural factors have had on its design, including its design constraints.</li> <li>● 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.</li> </ul>
<p><b>Standards:</b></p>	<p><b>Instructional Resources:</b></p>	
<ul style="list-style-type: none"> <li>● 7.1.IL.IPRET.1</li> <li>● 7.1.IL.IPRET.2</li> <li>● 7.1IL.IPRET.3</li> <li>● 7.1.IL.IPRET.4</li> <li>● 7.1.IL.IPRET.5</li> <li>● 7.1.IL.IPRET.6</li> <li>● 7.1.IL.IPERS.1</li> <li>● 7.1.IL.IPERS.2</li> </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>	

<ul style="list-style-type: none"> <li>● 7.1.IL.IPERS.3</li> <li>● 7.1.IL.IPERS.4</li> <li>● 7.1.IL.IPERS.5</li> <li>● 7.1.IL .IPERS.6</li> <li>● 7.1.IL.PRSNT.1</li> <li>● 7.1.IL.PRSNT.2</li> <li>● 7.1.IL.PRSNT.3</li> <li>● 7.1.IL.PRSNT.4</li> <li>● 7.1.IL.PRSNT.5</li> <li>● 7.1.IL.PRSNT.6</li> </ul>		
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<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
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<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</li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/<a href="#">kahoot</a>/<a href="#">youtube</a>/<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● EDpuzzle</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,</li> </ul>
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Realia based activity  
Take home exams  
Student portfolios

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.

		<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>● 9.4.12.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> </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 3/11th Grade</b> 11th grade/Spanish 3	<b>Unit 1/Lesson 2: Vamos a la Playa</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do you talk about family vacations and how do you describe a place and its climate?	
	<b>Estimated Time Frame: Approx. 10 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>• Who do you travel with and what activities can be done at the beach?</li> <li>• What phrases describe climate and climate change?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive: LWBT</b></li> </ul> <p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p> <p>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive:</b></li> </ul> <p>Listen to Sandra introduce her family members and activities they do at the beach</p> <p>Search for cognates to aid in the reading/listening activities</p> <p>Emphasize verb Gustar to state likes and dislikes for beach activities</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal:</b></li> </ul> <p>In pairs, students practice new vocabulary terms from a beach flyer</p> <p>Students interview and engage in a conversation about places they have visited and activities they have participated in at the beach</p> <p>Groups of students will share their childhood memories using the Imperfect tense structure</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b></li> </ul> <p>Create a postcard to a friend sharing details of your childhood activities</p> <p>Play charades to show mastery of beach activities vocabulary</p> <p>Write a diary entry about an amazing trip you took using outdoor activities and Preterite and Imperfect grammar structures</p>

change on the target language region(s) of the world and suggest a few possible solutions.

- **Presentational: LWBT**

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

**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 vacations
- Identify extended family members
- Discuss activities, skills, and abilities

Technology Standards

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

	<ul style="list-style-type: none"> <li>• Describe a place and its climate</li> <li>• Practice the Imperfect Tense</li> <li>• Practice the Preterite And Imperfect Tense</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>• 7.1.IL.IPRET.1</li> <li>• 7.1.IL.IPRET.2</li> <li>• 7.1.IL.IPRET.3</li> <li>• 7.1.IL.IPRET.4</li> <li>• 7.1.IL.IPRET.5</li> <li>• 7.1.IL.IPRET.6</li> <li>• 7.1.IL.IPERS.1</li> <li>• 7.1.IL.IPERS.2</li> <li>• 7.1.IL.IPERS.3</li> <li>• 7.1.IL.IPERS.4</li> <li>• 7.1.IL.IPERS.5</li> <li>• 7.1.IL .IPERS.6</li> <li>• 7.1.IL.PRSNT.1</li> <li>• 7.1.IL.PRSNT.2</li> <li>• 7.1.IL.PRSNT.3</li> <li>• 7.1.IL.PRSNT.4</li> <li>• 7.1.IL.PRSNT.5</li> <li>• 7.1.IL.PRSNT.6</li> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>• Google classroom</li> <li>• <a href="#">Quizlet</a>/kahoot/youtube/<a href="#">Gimkit</a></li> <li>• Webquests</li> <li>• Listening clips with textbook</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>



<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 economic, political, social, and/or cultural factors have had on its design, including its design constraints.</li> </ul>
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- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

SOCIAL STUDIES

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

VISUAL AND PERFORMING ARTS

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

CAREER READINESS LIFE LITERACIES AND KEY SKILLS

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.

**Differentiation Strategies:**

**Accommodations & Modifications:**

[ELL \\* 504\\* GATE \\* IEP \\* At Risk](#)

[GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies](#)

[ELL Resources](#)

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

<p><b>World Languages/Spanish 3/11th Grade</b> 11th grade/Spanish 3</p>	<p><b>Unit 2/Lesson 1: Todos para uno y Uno para Todos</b></p>	
<p><b>Big Idea(s)/Enduring Understanding(s):</b> How do you persuade or influence others?</p>		
<p><b>Estimated Time Frame: Approx. 10 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> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do you describe volunteer activities and organize people to do a project?</li> <li>• How do you persuade others to get involved?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive: LWBT</b></li> </ul> <p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive:</b></li> </ul> <p>Analyze “Volunteers Needed” posters for possible involvement around town</p> <p>Listen to activities needed in order to work as a volunteer and answer comprehension questions</p> <p>Read letters to a tv network in support of where and what needs to be done to help our community</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal:</b></li> </ul> <p>In groups, students practice sharing responsibilities when working on a volunteer event</p> <p>In pairs, students engage in conversations about previous volunteer work</p> <p>In pairs or with the teacher, Use polite requests to persuade others to help in a soup kitchen or other place in town</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b></li> </ul> <p>Create a Google slides presentation that you can add to your digital portfolio, where you demonstrate understanding of positive and negative Tu command forms and activities needed in different volunteer places</p> <p>Create a list of commands to show a new students around the school</p> <p>Create a visual representation of different commands you can have at different volunteer places</p>

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

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

- **Presentational: LWBT**

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

**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.

Technology Standards

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
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- 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>• State volunteer activities</li> <li>• Organize people to do a project</li> <li>• Persuade or influence others</li> <li>• Use Affirmative and Negative tú Commands</li> <li>• Review other Command Forms</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>• 7.1.IL.IPRET.1</li> <li>• 7.1.IL.IPRET.2</li> <li>• 7.1.IL.IPRET.3</li> <li>• 7.1.IL.IPRET.4</li> <li>• 7.1.IL.IPRET.5</li> <li>• 7.1.IL.IPRET.6</li> <li>• 7.1.IL.IPERS.1</li> <li>• 7.1.IL.IPERS.2</li> <li>• 7.1.IL.IPERS.3</li> <li>• 7.1.IL.IPERS.4</li> <li>• 7.1.IL.IPERS.5</li> <li>• 7.1.IL .IPERS.6</li> <li>• 7.1.IL.PRSNT.1</li> <li>• 7.1.IL.PRSNT.2</li> <li>• 7.1.IL.PRSNT.3</li> <li>• 7.1.IL.PRSNT.4</li> <li>• 7.1.IL.PRSNT.5</li> <li>• 7.1.IL.PRSNT.6</li> </ul>	<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>/kahoot/youtube/<a href="#">Gimkit</a></li> <li>• Webquests</li> <li>• Listening clips with textbook</li> <li>• Edpuzzle</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>

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 task  
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.
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- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

SOCIAL STUDIES

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

VISUAL AND PERFORMING ARTS

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

CAREER READINESS LIFE LITERACIES AND KEY SKILLS

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.

**Differentiation Strategies:**

**Accommodations & Modifications:**

[ELL \\* 504\\* GATE \\* IEP \\* At Risk](#)

[GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies](#)

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

[ELL Resources](#)

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

<p><b>World Languages/Spanish 3/11th Grade</b> 11th grade/Spanish 3</p>	<p><b>Unit 2/Lesson 2: Como nos organizamos</b></p>	
	<p><b>Big Idea(s)/Enduring Understanding(s):</b> How can we give back to our community?</p>	
	<p><b>Estimated Time Frame: Approx. 10 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> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do you make requests and recommendations?</li> <li>• How can we fundraise and get others to help in our community?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive: LWBT</b></li> </ul> <p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive:</b></li> </ul> <p>Read about La Teleton and answer comprehension questions</p> <p>Make a list of cognates to help with new terminology</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal:</b></li> </ul> <p>In pairs, students practice comprehension questions based on a tv guide</p> <p>In pairs, tell others what to do in specific scenarios</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b></li> </ul> <p>Summarize el Informe Anual and share finds with the class</p> <p>Create a dialogue about the process in contacting the media to cover a volunteer event</p>



7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

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

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

- **Presentational: LWBT**

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

**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

Technology Standards

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	<p>variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <p>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.</p> <p><b><u>LWBT:</u></b></p> <ul style="list-style-type: none"> <li>● Make requests and recommendations</li> <li>● Express opinions</li> <li>● Talk about the media and the community</li> <li>● Discuss Spanish newspapers and types of music</li> <li>● Use Impersonal se Expressions</li> <li>● Use pronouns with Commands</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>● 7.1.IL.IPRET.1</li> <li>● 7.1.IL.IPRET.2</li> <li>● 7.1.IL.IPRET.3</li> <li>● 7.1.IL.IPRET.4</li> <li>● 7.1.IL.IPRET.5</li> <li>● 7.1.IL.IPRET.6</li> <li>● 7.1.IL.IPERS.1</li> <li>● 7.1.IL.IPERS.2</li> <li>● 7.1.IL.IPERS.3</li> <li>● 7.1.IL.IPERS.4</li> <li>● 7.1.IL.IPERS.5</li> <li>● 7.1.IL.IPERS.6</li> <li>● 7.1.IL.PRSNT.1</li> <li>● 7.1.IL.PRSNT.2</li> <li>● 7.1.IL.PRSNT.3</li> <li>● 7.1.IL.PRSNT.4</li> <li>● 7.1.IL.PRSNT.5</li> <li>● 7.1.IL.PRSNT.6</li> </ul>	<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 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>/kahoot/youtube/<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● Edpuzzle</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>

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#### 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.
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#### CAREER READINESS LIFE LITERACIES AND KEY SKILLS

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills

		and abilities.
<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 3/11th Grade</b> 11th grade/Spanish 3	<b>Unit 3/Lesson 1: Como sera el futuro?</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do you express environmental concerns and possibilities?	
	<b>Estimated Time Frame: Approx. 10 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.  <b>Essential Questions:</b>	<ul style="list-style-type: none"> <li><b>Interpretive: LWBT</b></li> </ul> 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).  7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.  7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.  7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.	<ul style="list-style-type: none"> <li><b>Interpretive:</b> Yes/No questions about natural resources Read Reporte Anual and answer comprehension questions List Differences between Por vs Para to show cause and effect relations</li> <li><b>Interpersonal:</b> In pairs, students practice in the form of Jeopardy, new vocabulary terms In pairs, students engage in a discussion about environmental problems that worry them In groups, students share what their plans will be for the weekend</li> <li><b>Presentational:</b></li> </ul>

<ul style="list-style-type: none"> <li>• What issues currently affect our environment?</li> <li>• Discuss cause and effect.</li> </ul>	<p>7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</p> <ul style="list-style-type: none"> <li>• <b>Presentational: LWBT</b></li> </ul> <p>7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</p> <p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	<p>Write a mini ensayo about risks and issues in the environment and possible solutions</p> <p>Create interview questions for the class about what the future will look like</p> <p>Create a comic strip about an environment issue using cause and effect ideas</p> <p><u>Technology Standards</u></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 economic, political, social, and/or cultural factors have had on its design, including its design constraints.</li> <li>• 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.</li> </ul>
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7.1.II.PRSENT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

**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 the impact of technology
- Express environmental concerns and possibilities
- Make predictions and discuss causes and effects
- Uses of the Future Tense
- Use Por vs Para

Standards:	Instructional Resources:	
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- Benchmarks:  
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Midterm Exam  
Final Exam
- Alternative:  
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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.
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TECHNOLOGY

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		<p>SOCIAL STUDIES</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>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>9.4.12.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> </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>		

<p><b>World Languages/Spanish 3/11th Grade</b> 11th grade/Spanish 3</p>	<p><b>Unit 3/Lesson 2: Por un futuro mejor</b></p> <p><b>Big Idea(s)/Enduring Understanding(s):</b> How do you discuss obligations and responsibilities?</p>
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Estimated Time Frame: Approx. 10 Days		
CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
<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 vocabulary is needed to discuss government, society, and business?</li> <li>● How do we express our opinions?</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Interpretive: LWBT</b></li> </ul> <p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <ul style="list-style-type: none"> <li>● <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p> <p>7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p>	<ul style="list-style-type: none"> <li>● <b>Interpretive:</b></li> </ul> <p>Read short dialogues about being a Model Citizen</p> <p>Summarize the steps needed for an invention to succeed</p> <p>Multiple format worksheets for written practice</p> <p>Read about an invention and answer comprehension questions</p> <ul style="list-style-type: none"> <li>● <b>Interpersonal:</b></li> </ul> <p>In pairs, students practice expressing opinions in different scenarios</p> <p>In pairs, students converse about important suggestions about protecting our environment</p> <p>In groups create uncertainty sentences and share with each other</p> <ul style="list-style-type: none"> <li>● <b>Presentational:</b></li> </ul> <p>Write a short speech to investors about an invention</p> <p>Give advice using subjunctive forms in different situations</p> <p>Create a google slides presentation about an invention and how it will aid the public</p> <p><u><a href="#">Technology Standards</a></u></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> </ul>

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

- **Presentational: LWBT**

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

**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 obligations and responsibilities
- Present and support an opinion

- 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.

	<ul style="list-style-type: none"> <li>Express a point of view and make recommendations</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>7.1.IL.IPRET.1</li> <li>7.1.IL.IPRET.2</li> <li>7.1.IL.IPRET.3</li> <li>7.1.IL.IPRET.4</li> <li>7.1.IL.IPRET.5</li> <li>7.1.IL.IPRET.6</li> <li>7.1.IL.IPERS.1</li> <li>7.1.IL.IPERS.2</li> <li>7.1.IL.IPERS.3</li> <li>7.1.IL.IPERS.4</li> <li>7.1.IL.IPERS.5</li> <li>7.1.IL.IPERS.6</li> <li>7.1.IL.PRSNT.1</li> <li>7.1.IL.PRSNT.2</li> <li>7.1.IL.PRSNT.3</li> <li>7.1.IL.PRSNT.4</li> <li>7.1.IL.PRSNT.5</li> <li>7.1.IL.PRSNT.6</li> </ul>	LGBTQ and Persons with Disabilities Resources: <ul 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:               <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> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Google classroom</li> <li><a href="#">Quizlet</a>/kahoot/youtube/<a href="#">Gimkit</a></li> <li>Webquests</li> <li>Listening clips with textbook</li> <li>Edpuzzle</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. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Lesson quiz  
Lesson test  
Presentations

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

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

ELA

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

TECHNOLOGY

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

		<p>access to open source technologies has had on innovation and on a society's economy, politics, and culture.</p> <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.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>
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**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 3/11th Grade</b> 11th grade/Spanish 3	<b>Unit 4/Lesson 1: Quien te inspira?</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> Who are our heroes?	
	<b>Estimated Time Frame: Approx. 10 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 characteristics make a great role model?</li> <li>• How do you express wishes and desires?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive: LWBT</b></li> </ul> <p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive:</b></li> </ul> <p>Discuss an aptitude survey and describe professions were certain traits are needed</p> <p>Read and answer comprehension questions Los Solucionistas</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal:</b></li> </ul> <p>In pairs, students practice desirable/undesirable characteristics</p> <p>In pairs, students converse about desires/wants using the Subjunctive Mood</p> <p>In pairs, students offer advice to different prompts</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b></li> </ul> <p>Create a Google slides presentation that you can add to your digital portfolio, where you demonstrate effective use of the Subjunctive Mood in advice on How to Succeed at Becton HS</p> <p>Create a flyer with tips on How to help troubled teens</p> <p><u><a href="#">Technology Standards</a></u></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> </ul>



7.1.II.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

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

7.1.II.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

- **Presentational: LWBT**

7.1.II.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.II.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.II.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.II.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and 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

- 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>variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <p>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.</p> <p><b><u>LWBT:</u></b></p> <ul style="list-style-type: none"> <li>● Describe people</li> <li>● Tell others what to do</li> <li>● Express wishes and desires</li> <li>● Use the Subjunctive with Ojala and verbs of hope</li> <li>● Use the Subjunctive with verbs of influence</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>● 7.1.IL.IPRET.1</li> <li>● 7.1.IL.IPRET.2</li> <li>● 7.1.IL.IPRET.3</li> <li>● 7.1.IL.IPRET.4</li> <li>● 7.1.IL.IPRET.5</li> <li>● 7.1.IL.IPRET.6</li> <li>● 7.1.IL.IPERS.1</li> <li>● 7.1.IL.IPERS.2</li> <li>● 7.1.IL.IPERS.3</li> <li>● 7.1.IL.IPERS.4</li> <li>● 7.1.IL.IPERS.5</li> <li>● 7.1.IL.IPERS.6</li> <li>● 7.1.IL.PRSNT.1</li> <li>● 7.1.IL.PRSNT.2</li> <li>● 7.1.IL.PRSNT.3</li> <li>● 7.1.IL.PRSNT.4</li> <li>● 7.1.IL.PRSNT.5</li> <li>● 7.1.IL.PRSNT.6</li> </ul>	<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 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="#">youtube</a>/<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● Edpuzzle</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 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

- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
- 9.4.12.Cl.2: Identify career pathways that highlight personal talents, skills

		<p>and abilities.</p> <ul style="list-style-type: none"> <li>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task</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>		

<b>World Languages/Spanish 3/11th Grade</b> 11th grade/Spanish 3	<b>Unit 4/Lesson 2: Quienes son los heroes?</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> What professions and characteristics make everyday heroes?	
	<b>Estimated Time Frame: Approx. 10 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.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).  7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.  7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.	<ul style="list-style-type: none"> <li><b>Interpretive:</b></li> </ul> Read a journal entry and discuss professions and adjectives  Match correct adjectives and professions to create logical sentences  Read over different news reports and express doubt related to them  <ul style="list-style-type: none"> <li><b>Interpersonal:</b></li> </ul> In pairs, students practice exaggerations and doubt about different school topics

**Essential Questions:**

- How do you describe different professions?
- How do we express emotions and doubt

7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. • 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

- **Interpersonal: LWBT**

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

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

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

- **Presentational: LWBT**

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

**Key “I can” statements:**

In pairs, students engage in conversation about day to day activities

Read and discuss everyday heroes qualities and activities

- **Presentational:**

Create a Google slides presentation that you can add to your digital portfolio, Quien es tu héroe, pick a heroes and describe personal characteristics, why they are considered a hero and state wishes/wants and/or doubt expressions for them as an individual/profession

Google document, state emotions using the subjunctive with school related activities (tests, grades, extracurricular activities, etc)

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.
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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 people and things
- Express doubt, denial and disbelief
- Express positive and negative emotion
- positive/negative characteristics needed for various professions

**Standards:**

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

**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.IL.PRSNT.2</li> <li>● 7.1.IL.PRSNT.3</li> <li>● 7.1.IL.PRSNT.4</li> <li>● 7.1.IL.PRSNT.5</li> <li>● 7.1.IL.PRSNT.6</li> </ul>		
<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>/kahoot/youtube/<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● Edpuzzle</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 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> </ul>



- 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.
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#### 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>● 9.4.12.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> </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>		

<b>World Languages/Spanish 3/11th Grade</b> 11th grade/Spanish 3	<b>Unit 5/Lesson 1:Comuniquemonos entre naciones</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do we communicate with others around us?	
	<b>Estimated Time Frame: Approx. 10 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.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).  7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.  7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.	<ul style="list-style-type: none"> <li>● <b>Interpretive:</b></li> </ul> Read short dialogues between older and younger family members about technology and how to keep connected with others  Identify the new vocabulary terms with definitions  Read chat room entries and answer comprehension questions  <ul style="list-style-type: none"> <li>● <b>Interpersonal:</b></li> </ul> In pairs, students practice Sea expressions to discuss making plans

**Essential Questions:**

- How does language reflect a person's personality?
- How do we use technology to keep connected with others?

7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

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

- **Interpersonal: LWBT**

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

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

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

- **Presentational: LWBT**

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

In pairs, students discuss advice on traveling expectations

Role play future plans and traveling necessities

- **Presentational:**

Google slides presentation En una Conferencia, before, during and after activities involved

Presentation-Research careers as translators/interpreters to discuss possible career choices

Technology Standards

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
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- 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.II.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

**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 personal items and requirements
- Express what does and doesn't exist
- Form Tu Commands
- Use vocabulary related to computers and the Internet

Standards:	Instructional Resources:	
<ul style="list-style-type: none"> <li>● 7.1.IL.IPRET.1</li> <li>● 7.1.IL.IPRET.2</li> <li>● 7.1.IL.IPRET.3</li> <li>● 7.1.IL.IPRET.4</li> <li>● 7.1.IL.IPRET.5</li> <li>● 7.1.IL.IPRET.6</li> <li>● 7.1.IL.IPERS.1</li> <li>● 7.1.IL.IPERS.2</li> <li>● 7.1.IL.IPERS.3</li> <li>● 7.1.IL.IPERS.4</li> <li>● 7.1.IL.IPERS.5</li> <li>● 7.1.IL.IPERS.6</li> <li>● 7.1.IL.PRSNT.1</li> <li>● 7.1.IL.PRSNT.2</li> <li>● 7.1.IL.PRSNT.3</li> <li>● 7.1.IL.PRSNT.4</li> <li>● 7.1.IL.PRSNT.5</li> <li>● 7.1.IL.PRSNT.6</li> </ul>	<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</li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/kahoot/youtube/<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● Edpuzzle</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>

Presentations

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

CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

ELA

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

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		<p>SOCIAL STUDIES</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>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>9.4.12.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> </ul>
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<p><b>World Languages/Spanish 3/11th Grade</b> 11th grade/Spanish 3</p>	<p><b>Unit 5/Lesson 2:</b> Nuevos amigos, nuevas oportunidades</p>
	<p><b>Big Idea(s)/Enduring Understanding(s):</b> How do we spend our free time?</p>
	<p><b>Estimated Time Frame:</b> Approx. 10 Days</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>● What leisure activities entertain the youth?</li> <li>● How do we talk about possibility?</li> <li>● How can we share what others share with us?</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Interpretive: LWBT</b></li> </ul> <p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <ul style="list-style-type: none"> <li>● <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p>	<ul style="list-style-type: none"> <li>● <b>Interpretive:</b></li> </ul> <p>Read flyers about extracurricular activities offered in school systems</p> <p>Read a blog and answer comprehension questions, then compare and contrast with your own preferences</p> <p>Understand the differences between Que and Cual in sentence formations</p> <ul style="list-style-type: none"> <li>● <b>Interpersonal:</b></li> </ul> <p>In pairs, students ask questions about favorite past time activities</p> <p>Students describe personal likes and dislikes</p> <p>In pairs, students engage in a conversation about planning a trip using the Conditional Tense</p> <p>In groups, imagine you had all the time and money in the world, Que harias?</p> <ul style="list-style-type: none"> <li>● <b>Presentational:</b></li> </ul> <p>Create a Google slides presentation that you can add to your digital portfolio, where you show mastery of the Conditional Tense, Que haria mi familia?</p> <p>Create a small Dear Abby column for your school newspaper, what did others have to say about personal conflicts and/or school</p>



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

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

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	<p><b>LWBT:</b></p> <ul style="list-style-type: none"> <li>• Say what would or would not happen</li> <li>• Report what someone said</li> <li>• Talk about the day’s activities</li> <li>• Differentiate between Que and Cual</li> <li>• Use the Conditional Tense</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>• 7.1.IL.IPRET.1</li> <li>• 7.1.IL.IPRET.2</li> <li>• 7.1.IL.IPRET.3</li> <li>• 7.1.IL.IPRET.4</li> <li>• 7.1.IL.IPRET.5</li> <li>• 7.1.IL.IPRET.6</li> <li>• 7.1.IL.IPERS.1</li> <li>• 7.1.IL.IPERS.2</li> <li>• 7.1.IL.IPERS.3</li> <li>• 7.1.IL.IPERS.4</li> <li>• 7.1.IL.IPERS.5</li> <li>• 7.1.IL.IPERS.6</li> <li>• 7.1.IL.PRSNT.1</li> <li>• 7.1.IL.PRSNT.2</li> <li>• 7.1.IL.PRSNT.3</li> <li>• 7.1.IL.PRSNT.4</li> <li>• 7.1.IL.PRSNT.5</li> <li>• 7.1.IL.PRSNT.6</li> </ul>	<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>	
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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

- Edpuzzle

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.
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- 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
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#### CAREER READINESS LIFE LITERACIES AND KEY SKILLS

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.

**Differentiation Strategies:**

**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>

<b>World Languages/Spanish 3/11th Grade</b> 11th grade/Spanish 3	<b>Unit 6/Lesson 1: La vida en la ciudad</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do we describe our neighborhoods?	
	<b>Estimated Time Frame: Approx. 10 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 services and resources are available to individuals in your community?</li> <li>• What basic items are needed in your household?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive: LWBT</b></li> </ul> <p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</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>Listen to Amparo discuss her living arrangements and the community around her</p> <p>Read a comic strip and answer comprehension questions</p> <p>List items found in an apartment vs. the community</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal:</b></li> </ul> <p>In pairs, match aloud activities associated with the community vs. in our households</p> <p>In pairs, discuss Un dia por el Vecindario, using specific vocabulary terms and where to shop</p> <p>With a partner, state activities have been done, using past participles</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b></li> </ul> <p>Create a Google slides presentation that you can add to your digital portfolio, where you show mastery of past participles by describing “Mi habitacion”</p>

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

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

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

- **Presentational: LWBT**

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

**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

Listen to what others have done and present your findings in a group setting

Create a presentation about your life up to now, Mi Vida hasta ahora using grammar structures from this lesson

	<p>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.</p> <p>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.</p> <p><b><u>LWBT:</u></b></p> <ul style="list-style-type: none"> <li>● Talk about the neighborhood</li> <li>● Describe places and things in an apartment</li> <li>● Say what has happened in the recent past</li> <li>● Describing states of being using past participles as adjectives</li> <li>● Use the Past Participle as Adjectives</li> <li>● Use the Present Perfect Tense</li> </ul>	<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 economic, political, social, and/or cultural factors have had on its design, including its design constraints.</li> <li>● 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.</li> </ul>
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>● 7.1.IL.IPRET.1</li> <li>● 7.1.IL.IPRET.2</li> <li>● 7.1.IL.IPRET.3</li> <li>● 7.1.IL.IPRET.4</li> <li>● 7.1.IL.IPRET.5</li> <li>● 7.1.IL.IPRET.6</li> <li>● 7.1.IL.IPERS.1</li> <li>● 7.1.IL.IPERS.2</li> <li>● 7.1.IL.IPERS.3</li> <li>● 7.1.IL.IPERS.4</li> <li>● 7.1.IL.IPERS.5</li> <li>● 7.1.IL.IPERS.6</li> <li>● 7.1.IL.PRSNT.1</li> <li>● 7.1.IL.PRSNT.2</li> </ul>	<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>	

<ul style="list-style-type: none"> <li>7.1.IL.PRSNT.3</li> <li>7.1.IL.PRSNT.4</li> <li>7.1.IL.PRSNT.5</li> <li>7.1.IL.PRSNT.6</li> </ul>		
<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>/kahoot/youtube/<a href="#">Gimkit</a></li> <li>Webquests</li> <li>Listening clips with textbook</li> <li>Edpuzzle</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 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> </ul>



- 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

		<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> </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><a href="#">GENERAL 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 3/11th Grade</b> 11th grade/Spanish 3	<b>Unit 6/Lesson 2: Fuera de la ciudad</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do we describe an excursion?	
	<b>Estimated Time Frame: Approx. 10 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 do we travel by train?
- What places can we visit and learn from?

- **Interpretive: LWBT**

7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.

7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

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

- **Interpersonal: LWBT**

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

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

- **Interpretive:**

Read about traveling through Granada

Fill in a post card with new vocabulary

Listen to Una Guia de Viajero and answer comprehension questions

- **Interpersonal:**

In pairs, talk about traveling experiences

Discuss what had/had not happened during a train trip

- **Presentational:**

Create a Google slides presentation that you can add to your digital portfolio, where you describe a trip you took to a foreign place.

Research a place near Madrid and present your google slides to the class

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

- **Presentational: LWBT**

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

**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.

Technology Standards

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
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	<p><b><u>LWBT:</u></b></p> <ul style="list-style-type: none"> <li>• Talk about an excursion</li> <li>• Say what will have happened</li> <li>• Describe the history of a place</li> <li>• Use the Past Perfect</li> <li>• Use the Future Perfect</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>• 7.1.IL.IPRET.1</li> <li>• 7.1.IL.IPRET.2</li> <li>• 7.1.IL.IPRET.3</li> <li>• 7.1.IL.IPRET.4</li> <li>• 7.1.IL.IPRET.5</li> <li>• 7.1.IL.IPRET.6</li> <li>• 7.1.IL.IPERS.1</li> <li>• 7.1.IL.IPERS.2</li> <li>• 7.1.IL.IPERS.3</li> <li>• 7.1.IL.IPERS.4</li> <li>• 7.1.IL.IPERS.5</li> <li>• 7.1.IL.IPERS.6</li> <li>• 7.1.IL.PRSNT.1</li> <li>• 7.1.IL.PRSNT.2</li> <li>• 7.1.IL.PRSNT.3</li> <li>• 7.1.IL.PRSNT.4</li> <li>• 7.1.IL.PRSNT.5</li> <li>• 7.1.IL.PRSNT.6</li> </ul>	<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>/kahoot/youtube/<a href="#">Gimkit</a></li> <li>• Webquests</li> <li>• Listening clips with textbook</li> <li>• Edpuzzle</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>

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

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**SOCIAL STUDIES**

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

**VISUAL AND PERFORMING ARTS**

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

**CAREER READINESS LIFE LITERACIES AND KEY SKILLS**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.

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

**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>

<b>World Languages/Spanish 3/11th Grade</b> 11th grade/Spanish 3	<b>Unit 7/Lesson 1: Tu pasado y tu futuro</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do you express past assumptions and emotions?	
	<b>Estimated Time Frame: Approx. 10 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 we relate past events and feelings?</li><li>• How do we discuss work and school expectations?</li></ul>	<ul style="list-style-type: none"><li>• <b>Interpretive: LWBT</b></li></ul> <p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <ul style="list-style-type: none"><li>• <b>Interpersonal: LWBT</b></li></ul> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and</p>	<ul style="list-style-type: none"><li>• <b>Interpretive:</b></li></ul> <p>Read Un mensaje a los Graduados to identify new vocabulary</p> <p>Discuss structure “present perfect’ and use it to list what you and others have done so far</p> <ul style="list-style-type: none"><li>• <b>Interpersonal:</b></li></ul> <p>In pairs, students practice stating what has been done so far</p> <p>In pairs, converse exaggerated statements using the imperfect subjunctive</p> <ul style="list-style-type: none"><li>• <b>Presentational:</b></li></ul> <p>Create a Google slides presentation that you can add to your digital portfolio, where you showcase a paragraph about your first year at Becton HS</p> <p>Answer personalized questions and share responses to your group</p> <p>Write a letter describing something you did to someone, the outcome and what you would have done differently to show mastery of past perfect subjunctive structures</p>

recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

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

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

- **Presentational: LWBT**

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

**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

**Technology Standards**

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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:**

- Relate what others wanted you to do
- Express work and past assumptions and emotions
- Discuss work and school activities
- Use of Imperfect Subjunctive Mood
- Use the Subjunctive of Perfect Tenses

**Standards:**

- 7.1.IL.IPRET.1
- 7.1.IL.IPRET.2
- 7.1.IL.IPRET.3
- 7.1.IL.IPRET.4
- 7.1.IL.IPRET.5
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- 7.1.IL.IPERS.6
- 7.1.IL.PRSNT.1
- 7.1.IL.PRSNT.2
- 7.1.IL.PRSNT.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.IL.PRSNT.4</li> <li>● 7.1.IL.PRSNT.5</li> <li>● 7.1.IL.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="#">youtube</a>/<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● Edpuzzle</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</li> </ul>

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.
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#### SOCIAL STUDIES

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

#### VISUAL AND PERFORMING ARTS

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

#### CAREER READINESS LIFE LITERACIES AND KEY SKILLS

- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze and use creative

		<p>skills and ideas.</p> <ul style="list-style-type: none"> <li>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.</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 3/11th Grade</b> 11th grade/Spanish 3	<b>Unit 7/Lesson 2: Nuevos principios</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do you discuss career options and qualifications?	
	<b>Estimated Time Frame: Approx. 10 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.  <b>Essential Questions:</b>	<ul style="list-style-type: none"> <li><b>Interpretive: LWBT</b></li> </ul> 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).  7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.  7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.  7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.	<ul style="list-style-type: none"> <li><b>Interpretive:</b>            Read short excerpts about careers and answer comprehension questions             Match new vocabulary with definitions             Read classified ads and answer comprehension questions</li> <li><b>Interpersonal:</b>            With a partner, explain who would do each job, review of the conditional tense             Have a dialogue with a partner, what is important about different professions             Read and discuss a resume, qualities for job opportunities</li> <li><b>Presentational:</b></li> </ul>

- What careers interest you?
- How do we narrate past events?

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

- **Interpersonal: LWBT**

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

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

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

- **Presentational: LWBT**

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

Create a preliminary resume and present in a group setting

Create a list of what others wanted from you vs. what they want now

Google slides/google doc Ensayo, “La profesión de mis sueños” that you can add to your digital portfolio, where you describe your dream profession 8.1.12.A.1

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 career possibilities
- Hypothesize
- Narrate in the past
- Explain when to use the present subjunctive and when to use the imperfect subjunctive
- Use Si clauses
- Discuss sequence of tenses



Standards:	Instructional Resources:	
<ul style="list-style-type: none"> <li>● 7.1.IL.IPRET.1</li> <li>● 7.1.IL.IPRET.2</li> <li>● 7.1.IL.IPRET.3</li> <li>● 7.1.IL.IPRET.4</li> <li>● 7.1.IL.IPRET.5</li> <li>● 7.1.IL.IPRET.6</li> <li>● 7.1.IL.IPERS.1</li> <li>● 7.1.IL.IPERS.2</li> <li>● 7.1.IL.IPERS.3</li> <li>● 7.1.IL.IPERS.4</li> <li>● 7.1.IL.IPERS.5</li> <li>● 7.1.IL.IPERS.6</li> <li>● 7.1.IL.PRSNT.1</li> <li>● 7.1.IL.PRSNT.2</li> <li>● 7.1.IL.PRSNT.3</li> <li>● 7.1.IL.PRSNT.4</li> <li>● 7.1.IL.PRSNT.5</li> <li>● 7.1.IL.PRSNT.6</li> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/kahoot/youtube/<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● Edpuzzle</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>

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

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.
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TECHNOLOGY

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		<p>SOCIAL STUDIES</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>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>9.4.12.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> </ul>
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**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 3/11th Grade</b> 11th grade/Spanish 3	<b>Unit 8/Lesson 1: Hablemos de Literatura: Cuentos y Poesia</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> How do you discuss and critique Spanish literature?	
	<b>Estimated Time Frame: Approx. 10 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 we comment on different literature?</li> <li>• What elements make a story successful?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive: LWB</b></li> </ul> <p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from target culture(s).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal: LWBT</b></li> </ul> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive:</b></li> </ul> <p>Learn vocabulary needed to discuss and critique literature</p> <p>Identify genres of literature based on different descriptions</p> <p>Read un mini cuento and answer comprehension questions</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal:</b></li> </ul> <p>In pairs, students talk about literary terms in a short story</p> <p>In groups, discuss important moments in an author’s life, using past progressive</p> <p>With a partner, ask questions about someone’s day at a specific time</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b></li> </ul> <p>Create a Google slides presentation that you can add to your digital portfolio, where you respond to a friend using conjunctions of time</p> <p>Google doc or other technology platform to share a book review view the class, using vocabulary and grammar structures learned in this lesson</p> <p><a href="#">Technology Standards</a></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 economic,</li> </ul>

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

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	<p>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.</p> <p><b>LWBT:</b></p> <ul style="list-style-type: none"> <li>• Discuss and critique literature</li> <li>• Talk about what you are doing in the past tense</li> <li>• Link events and ideas-Present to Past</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>• 7.1.IL.IPRET.1</li> <li>• 7.1.IL.IPRET.2</li> <li>• 7.1.IL.IPRET.3</li> <li>• 7.1.IL.IPRET.4</li> <li>• 7.1.IL.IPRET.5</li> <li>• 7.1.IL.IPRET.6</li> <li>• 7.1.IL.IPERS.1</li> <li>• 7.1.IL.IPERS.2</li> <li>• 7.1.IL.IPERS.3</li> <li>• 7.1.IL.IPERS.4</li> <li>• 7.1.IL.IPERS.5</li> <li>• 7.1.IL.IPERS.6</li> <li>• 7.1.IL.PRSNT.1</li> <li>• 7.1.IL.PRSNT.2</li> <li>• 7.1.IL.PRSNT.3</li> <li>• 7.1.IL.PRSNT.4</li> <li>• 7.1.IL.PRSNT.5</li> <li>• 7.1.IL.PRSNT.6</li> </ul>	<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>	
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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

- Edpuzzle

- 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.  
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#### ELA

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CAREER READINESS LIFE LITERACIES AND KEY SKILLS

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.

**Differentiation Strategies:**

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



<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>	
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<p><b>World Languages/Spanish 3/11th Grade</b> 11th grade/Spanish 3</p>	<p><b>Unit 8/Lesson 2:El drama</b></p>	
	<p><b>Big Idea(s)/Enduring Understanding(s):</b> How do you read and interpret a short play and express opinions about a text?</p>	
	<p><b>Estimated Time Frame: Approx. 10 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> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What elements appear in a play?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive: LWBT</b></li> </ul> <p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive:</b></li> </ul> <p>Read about performing arts and answer comprehension questions</p> <p>Fill in activity with new vocabulary</p> <p>Read a simple theater work and answer true/false questions</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal:</b></li> </ul> <p>In pairs, students practice describing famous people (past or current)</p> <p>In pairs, take turns explaining why activities have not been done, accidental occurrences</p> <p>With a partner, give excuses based on what is heard, audio activity</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b></li> </ul> <p>Create a suggestions list to a friend where you recommend specific items, so that he or she may enjoy a play you have seen or been a part of</p>

- How do we express positive and negative opinions?

- **Interpersonal: LWBT**

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

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

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

- **Presentational: LWBT**

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

**Key “I can” statements:**

Role play with a partner a scene from when Columbus or any other historic figure landed, using lesson phrases

[Technology Standards](#)

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

	<p>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</p> <p>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.</p> <p>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.</p> <p><b>LWBT:</b></p> <ul style="list-style-type: none"> <li>• Read and interpret a short play</li> <li>• Talk about unplanned or accidental occurrences</li> <li>• Express opinions about a text or in context</li> <li>• Discuss carnivals and theatrical plays</li> </ul>	<ul style="list-style-type: none"> <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 economic, political, social, and/or cultural factors have had on its design, including its design constraints.</li> <li>• 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.</li> </ul>
<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>• 7.1.IL.IPRET.1</li> <li>• 7.1.IL.IPRET.2</li> <li>• 7.1.IL.IPRET.3</li> <li>• 7.1.IL.IPRET.4</li> <li>• 7.1.IL.IPRET.5</li> <li>• 7.1.IL.IPRET.6</li> <li>• 7.1.IL.IPERS.1</li> <li>• 7.1.IL.IPERS.2</li> </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>	

<ul style="list-style-type: none"> <li>● 7.1.IL.IPERS.3</li> <li>● 7.1.IL.IPERS.4</li> <li>● 7.1.IL.IPERS.5</li> <li>● 7.1.IL.IPERS.6</li> <li>● 7.1.IL.PRSNT.1</li> <li>● 7.1.IL.PRSNT.2</li> <li>● 7.1.IL.PRSNT.3</li> <li>● 7.1.IL.PRSNT.4</li> <li>● 7.1.IL.PRSNT.5</li> <li>● 7.1.IL.PRSNT.6</li> </ul>		
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<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
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<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</li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/kahoot/youtube/<a href="#">Gimkit</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> <li>● Edpuzzle</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</li> </ul>
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Take home exams  
Student portfolios

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.

		<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>● 9.4.12.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> </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>		