

Wilson Area School District Planned Course Guide

Title of planned course: Spanish I

Subject Area: World Languages

Grade Level: 9 - 12

Course Description: Year one Spanish. Introduction to basic concepts with emphasis on reading, writing and listening skills. Cultural materials, which give the students a realistic view of the Hispanic world, are included. Various forms of media are used to enhance students' understanding of grammatical and cultural aspects.

Time/Credit for this Course: One Full Academic Year / 1.0 Credit

Curriculum Writing Committee: Tyler Graffius

Curriculum Map

August/September: Preliminary Unit

- Greet/introduce people and say goodbye
- Exchange phone numbers
- Ask and tell names and ages
- Say where they and others are from
- Identify Spanish-speaking countries and their capitals
- Talk about the US Latinx population
- Express the day of the week, date and seasons

October: Preliminary Unit (continued)

- Describe the weather
- Ask and say how to spell names and other words

Holidays

- Talk about the variety of holidays celebrated on October 12th

Unit 1

- Describe yourself and others
- Identify people and things
- Tell where you are from

November: Holidays

- Describe the “Day of the Dead” holiday, as celebrated in Mexico

Unit 1 (continued)

- Talk about activities
- Say what you like and don't like to do
- Talk about US Latinx culture

Unit 2

- Talk about how they feel

December: Unit 2 (continued)

- Describe classes and classroom objects
- Say where things are located
- Say where they are going and how
- Talk about daily schedules
- Ask and tell time
- Say what they have

Holidays

- Compare Christmas celebrations around the Spanish-speaking world

January: Unit 2 (continued)

- Say what they do (using ‘-ar’ verbs)
- Express what they are going to and have to do
- Talk about schools in Mexico

Mid-Term Exam

Unit 3

- Talk about family members
- Express possession

February: Unit 3 (continued)

- Make comparisons
- Talk about Hispanic/Latinx families
- Talk about foods and beverages
- Say what they do (using '-er' and '-ir' verbs)
- Ask questions with interrogative words
- Say which foods they like and don't like
- Describe foods from the Spanish-speaking world
- Talk about Puerto Rican culture

March: Unit 4

- Talk about clothes they want to buy
- Say what they wear
- Refer to previously mentioned objects
- Describe places and events in town

March/April: Holidays

- Talk about Holy Week (and Easter-related) customs in Spain

April: Unit 4 (continued)

- Order food in a restaurant
- Talk about Spanish art and cities

Unit 5

- Describe a house and household items
- Indicate the order of things
- Describe people and locations

May/June: Holidays

- Explain the origin and importance of "Cinco de Mayo"

Unit 5 (continued)

- Talk about planning a party, chores and responsibilities
- Tell someone what to do
- Say what you just did
- Talk about housing differences in Spanish-speaking countries
- Talk about the art and culture(s) of Ecuador

Unit 6

- Talk about sports and sporting events
- Say whom they know and what they're familiar with
- Express what they know and know how to do
- Talk about sports in Spanish-speaking countries

Wilson Area School District Planned Course Materials

Course Title: Spanish I

Textbook: ¡Avancemos! Level 1
Holt McDougal. 2013
www.holtmcdougal.com

Supplemental Books: ¡Avancemos! Level 1 'Cuaderno: Práctica por niveles'
¡Avancemos! Level 1 'Lecturas para todos'
Holt McDougal. 2014.
www.holtmcdougal.com

Teacher Resources:

Books:

¡Avancemos! Level 1 'Teacher Resources for Pre-AP'
¡Avancemos! Level 1 'Integrated Performance Assessments'
¡Avancemos! Level 1 'Unit Resource Books' (1-6)
¡Avancemos! Level 1 'Conversation cards'
¡Avancemos! Level 1 'On-Level Assessment'
¡Avancemos! Level 1 'Modified Assessment'
¡Avancemos! Level 1 'Pre-AP Assessment'
¡Avancemos! Level 1 'Heritage Learners Assessment'
Vox Spanish/English Dictionary
Barron's 501 Spanish Verbs

Audio:

¡Avancemos! audio accompaniment

Video:

¡Avancemos! video accompaniment
Various cultural documentaries

Online:

www.duolingo.com
www.quizlet.com
www.conjugation.org
www.wordreference.com
www.countrystudies.us

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: Preliminary Unit: ¡Hola! – *Hello!*

Time frame: 14 blocks

Essential content/objectives: At end of the unit, students will be able to:

- Greet/introduce people and say goodbye
- Exchange phone numbers
- Ask and tell names and ages
- Say where they and others are from
- Identify Spanish-speaking countries and their capitals
- Talk about the US Latinx population
- Express the day of the week, date and seasons
- Describe the weather
- Ask and say how to spell names and other words

Core Activities: Students will complete/participate in the following:

- Presentation (with pronunciation practice and repetition) of vocabulary related to greetings, farewells, introductions, courtesy and wellbeing
- Presentation (with pronunciation practice and repetition) of vocabulary for numbers from 0 to 31, including the variants for 16-19 and 21-29
- Presentation (with pronunciation practice and repetition) of vocabulary related to asking and stating names, ages and where one is from
- Presentation of the uses of 'tú' and 'usted', with guided practice
- Presentation (with pronunciation practice and repetition) of Spanish-speaking countries, their capitals, and their demonyms, as well as their location on a map
- Presentation (with pronunciation practice and repetition) of vocabulary related to days of the week, the date, the seasons and some holidays
- Presentation (with pronunciation practice and repetition) of vocabulary related to the weather and temperature
- Presentation (with pronunciation practice and repetition) of the letters of the Spanish alphabet, along with a guide as to how they are pronounced in words
- Read (and/or watch videos) about and discuss famous US Latinx individuals
- Watch and answer questions about the unit's 'Telehistoria' video series
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- 'Cuaderno' written vocabulary and grammar practice activities
- 'Conversation Cards' speaking practice

Extensions:

- Complete dialogs with missing words using unit vocabulary
- Color in each Spanish-speaking country's flag on a world map
- Fill out a graphic organizer about the main holidays in Spanish-speaking countries
- Describe the weather (orally or in writing) for a series of images
- Convert temperatures between degrees Celsius and Fahrenheit
- Watch a video about how seasons differ in the Northern/Southern Hemispheres

Remediation:

- Use online flashcard sets
- Related practice activities for vocabulary and grammatical points
- Additional practice and tutoring are available, if needed

Instructional Methods:

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning, including group work, partner activities, games
- Individual practice, such as worksheets, warm-ups, projects

Materials & Resources:

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- SMART board
- Google apps
- Kami
- EdPuzzle
- Quizlet (for flashcards)
- Additional web resources (at teacher discretion)

Assessments:

- Vocabulary quiz on greetings/farewells/introductions/courtesy/wellbeing
- “Sobre mí” (‘About Me’) mini-project: students introduce themselves, including their name, age and where they are from, as well as a hello and a goodbye
- Quiz on countries/capitals and their location on a map
- “Un país hispano” (A Spanish-speaking Country) mini-project: student choose a Spanish-speaking country about which to make a slideshow, including the country name, capital, flag, a map, some basic facts, some popular foods and some key points in the country’s history (graded on a rubric)
- Optional: quiz on days of the week and stating the date
- Optional: quiz on weather expressions
- Listening quiz on the alphabet and numbers 0-31
- Unit test(s) including vocabulary, grammar and cultural concepts

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit 1: Un rato con los amigos – *Time Spent with Friends*

Time frame: 12 blocks

Essential content/objectives: At end of the unit, students will be able to:

- Describe yourself and others
- Identify people and things
- Tell where you are from
- Talk about activities
- Say what you like and don't like to do
- Talk about US Latinx culture

Core Activities: Students will complete/participate in the following:

- Presentation (with pronunciation practice and repetition) of vocabulary related to describing people's physical traits and personalities
- Presentation of subject pronouns, with guided practice
- Presentation of the verb 'ser', with guided practice
- Presentation of articles, pluralization and agreement, with guided practice
- Presentation (with pronunciation practice and repetition) of vocabulary related to activities that students may or may not like to do
- Presentation of the verb 'gustar' and its use with infinitives, with guided practice
- Read (and/or watch videos) about and discuss US Latinx art and culture, including a focus on San Antonio and Miami
- Watch and answer questions about the unit's 'Telehistoria' video series
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- 'Cuaderno' written vocabulary and grammar practice activities
- 'Conversation Cards' speaking practice

Extensions:

- Create a slideshow describing a series of famous people's characteristics
- Read (and/or watch videos) about US Latinx culture in New York and/or Los Angeles
- Create a slideshow with images about activities students do (and do not) like to do

Remediation:

- Use online flashcard sets
- Related practice activities for vocabulary and grammatical points
- Additional practice and tutoring are available, if needed

Instructional Methods:

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning, including group work, partner activities, games
- Individual practice, such as worksheets, warm-ups, projects

Materials & Resources:

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- SMART board
- Google apps
- Kami
- EdPuzzle
- Quizlet (for flashcards)
- Additional web resources (at teacher discretion).

Assessments:

- Vocabulary quiz on physical and personality traits
- Quiz on the verb 'ser' and subject pronouns
- Optional: quiz on articles, pluralization and agreement
- Vocabulary quiz on activities and likes/dislikes
- Optional: grammar quiz on the verb 'gustar'
- Unit test(s) including vocabulary, grammar and cultural concepts

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit 2: Vamos a la escuela – *Let's Go to School*

Time frame: 16 blocks

Essential content/objectives: At end of the unit, students will be able to:

- Talk about how they feel
- Describe classes and classroom objects
- Say where things are located
- Say where they are going and how
- Talk about daily schedules
- Ask and tell time
- Say what they have
- Say what they do (using '-ar' verbs)
- Express what they are going to and have to do
- Ask questions with interrogative words
- Talk about schools in Mexico

Core Activities: Students will complete/participate in the following:

- Presentation (with pronunciation practice and repetition) of vocabulary related to feelings, emotions and moods
- Presentation of the verb 'estar', with guided practice
- Presentation of the uses of the verbs 'ser' and 'estar', with guided practice
- Presentation (with pronunciation practice and repetition) of vocabulary related to describing classes and other places in the school
- Presentation of the verb 'tener', with guided practice
- Presentation of the verb 'ir', with guided practice
- Presentation of how to tell time in Spanish, with guided practice
- Presentation (with pronunciation practice and repetition) of vocabulary related to classroom objects, school supplies, and school activities
- Presentation (with pronunciation practice and repetition) of vocabulary for numbers (from 31-1,000), basic colors and interrogative words
- Presentation of prepositions of place, with guided practice
- Presentation of the meaning/formation of key '-ar' verbs, with guided practice
- Presentation of the use of 'tener que' and 'ir a', with guided practice
- Read (and/or watch videos) about and discuss schools in Mexico
- Watch and answer questions about the unit's 'Telehistoria' video series
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- 'Cuaderno' written vocabulary and grammar practice activities
- 'Conversation Cards' speaking practice

Extensions:

- Create a slideshow of famous people clearly showing an emotion and write a sentence for each image describing how the person is feeling
- Read (and/or watch videos) about and discuss schools in other Spanish-speaking countries, in addition to Mexico

Remediation:

- Use online flashcard sets
- Related practice activities for vocabulary and grammatical points
- Additional practice and tutoring are available, if needed

Instructional Methods:

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning, including group work, partner activities, games
- Individual practice, such as worksheets, warm-ups, projects

Materials & Resources:

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- SMART board
- Google apps
- Kami
- EdPuzzle
- Quizlet (for flashcards)
- Additional web resources (at teacher discretion)

Assessments:

- Quiz on feelings/emotions and the verb 'estar' (and, optionally, the verb 'ser')
- Vocabulary quiz on classes and other places in the school
- Create a copy of their school schedule with the classes/information in Spanish
- Optional: grammar quiz on the verbs 'tener' and 'ir'
- Quiz on telling time in Spanish
- Vocabulary quiz on school supplies and classroom objects
- Grammar quiz on the meaning/formation of '-ar' verbs
- Optional: unit test(s) including vocabulary, grammar and cultural concepts

* After this unit, there will be a mid-term exam.

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit 3: Comer en familia – *Eating as a Family*

Time frame: 13 blocks

Essential content/objectives: At end of the unit, students will be able to:

- Talk about family members
- Express possession
- Make comparisons
- Talk about Hispanic/Latinx families
- Talk about foods and beverages
- Say what they do (using ‘-er’ and ‘-ir’ verbs)
- Say which foods they like and don’t like
- Describe foods from the Spanish-speaking world
- Talk about Puerto Rican culture

Core Activities: Students will complete/participate in the following:

- Presentation (with pronunciation practice and repetition) of vocabulary related to family members and pets
- Presentation of possessive adjectives and the use of ‘de’ to show possession, with guided practice
- Presentation of comparative expressions, with guided practice
- Read (and/or watch videos) about and discuss Hispanic/Latinx families
- Presentation (with pronunciation practice and repetition) of vocabulary related to foods, drinks and meals
- Presentation of the verb ‘gustar’ and its use with nouns, with guided practice
- Presentation of the meaning/formation of key ‘-er’ verbs, with guided practice
- Presentation of the meaning/formation of key ‘-ir’ verbs, with guided practice
- Read (and/or watch videos) about and discuss the typical foods of Spain, Mexico, Puerto Rico and South America
- Read (and/or watch videos) about and discuss the culture of Puerto Rico
- Watch and answer questions about the unit’s ‘Telehistoria’ video series
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- ‘Cuaderno’ written vocabulary and grammar practice activities
- ‘Conversation Cards’ speaking practice

Extensions:

- Read about (and practice) how last names are determined for Spanish-speakers
- Read (and/or watch videos) about and discuss the Spanish Royal Family and their role
- Read (and/or watch videos) about and discuss foods from other Spanish-speaking countries and/or compare those foods to typical foods of the US
- Explore websites of US-based fast food restaurants in Spain and compare their menus to those of their US counterparts
- Create a culturally-appropriate menu for a restaurant in a Spanish-speaking country

Remediation:

- Use online flashcard sets
- Related practice activities for vocabulary and grammatical points
- Additional practice and tutoring are available, if needed

Instructional Methods:

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning, including group work, partner activities, games
- Individual practice, such as worksheets, warm-ups, projects

Materials & Resources:

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- SMART board
- Google apps
- Kami
- EdPuzzle
- Quizlet (for flashcards)
- Additional web resources (at teacher discretion)

Assessments:

- Vocabulary quiz on family member terms
- Optional: grammar quiz on possessive adjectives
- Optional: grammar quiz on comparatives
- Write short paragraphs about several family members, including their names, how they are related to others, how old they are, their likes and dislikes, descriptions of their physical and personality traits, etc.
- Vocabulary quiz on foods and drinks
- Optional: grammar quiz on the verb 'gustar' as used with nouns
- Optional: grammar quiz on '-er' and '-ir' verbs
- Unit test(s) including vocabulary, grammar and cultural concepts

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit 4: Vamos al centro – *Let's Go Downtown*

Time frame: 12 blocks

Essential content/objectives: At end of the unit, students will be able to:

- Talk about clothes they want to buy
- Say what they wear
- Refer to previously mentioned objects
- Describe places and events in town
- Order food in a restaurant
- Talk about Spanish art and cities

Core Activities: Students will complete/participate in the following:

- Presentation (with pronunciation practice and repetition) of vocabulary related to clothing and shopping for clothes
- Presentation of expressions using the verb 'tener', with guided practice
- Presentation of E>IE stem-changing verbs, with guided practice
- Presentation of direct object pronouns, with guided practice
- Presentation (with pronunciation practice and repetition) of vocabulary related to places in a city and an evening out
- Presentation of O>UE stem-changing verbs, with guided practice
- Presentation of E>I stem-changing verbs, with guided practice
- Read (and/or watch videos) about and discuss top attractions in major Spanish-speaking cities, including Madrid, Barcelona, La Habana, Lima, Santiago, etc.
- Watch and answer questions about the unit's 'Telehistoria' video series
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- 'Cuaderno' written vocabulary and grammar practice activities
- 'Conversation Cards' speaking practice

Extensions:

- Interpretive reading activity: clothing advertisements with comprehension questions
- Analyze the parts of a sentence in both English and Spanish to practice the identification of subjects, verbs and direct objects
- Create a slideshow to simulate a 'virtual visit' to a major Spanish-speaking city, including at least 10 destinations and a photo of each
- Read (and/or watch videos) about how Spanish cities compare to US cities

Remediation:

- Review of the formation of regular verbs in Spanish, with guided and individual practice
- Use online flashcards
- Related practice activities for vocabulary and grammatical points
- Additional practice and tutoring are available, if needed

Instructional Methods:

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning, including group work, partner activities, games
- Individual practice, such as worksheets, warm-ups, projects

Materials & Resources:

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- SMART board
- Google apps
- Kami
- EdPuzzle
- Quizlet (for flashcards)
- Additional web resources (at teacher discretion)

Assessments:

- Vocabulary quiz on clothing items (and, optionally, shopping terms)
- Make a slideshow with four outfits, one for each season, using Spanish clothing stores' websites, with each item labeled in Spanish (along with its color)
- Optional: grammar quiz on expressions using the verb 'tener'
- Grammar quiz on E>IE stem-changing verbs
- Optional: grammar quiz on direct object pronouns
- Unit test(s) including vocabulary, grammar and cultural concepts

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit 5: Bienvenido a nuestra casa – *Welcome to Our Home*

Time frame: 10 blocks

Essential content/objectives: At end of the unit, students will be able to:

- Describe a house and household items
- Indicate the order of things
- Describe people and locations
- Talk about planning a party, chores and responsibilities
- Tell someone what to do
- Say what you just did
- Talk about housing differences in Spanish-speaking countries
- Talk about the art and culture(s) of Ecuador

Core Activities: Students will complete/participate in the following:

- Presentation (with pronunciation practice and repetition) of vocabulary related to rooms, types of houses, furniture and household items
- Presentation of ordinal numbers, with guided practice
- Review of verbs that translate to English as 'to be', with guided practice
- Presentation (with pronunciation practice and repetition) of vocabulary related to parties, party preparation and household chores
- Presentation of some irregular verbs in the present tense, with guided practice
- Presentation of affirmative 'tú' commands, with guided practice
- Read (and/or watch videos) about and discuss Ecuador's art and culture
- Watch and answer questions about the unit's 'Telehistoria' video series
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- 'Cuaderno' written vocabulary and grammar practice activities
- 'Conversation Cards' speaking practice

Extensions:

- Presentation of how houses in Spain differ from those in the US
- Create a floor plan for an 'ideal home', with rooms and some furniture items labeled

Remediation:

- Use online flashcard sets
- Related practice activities for vocabulary and grammatical points
- Additional practice and tutoring are available, if needed

Instructional Methods:

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning, including group work, partner activities, games
- Individual practice, such as worksheets, warm-ups, projects

Materials & Resources:

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- SMART board
- Google apps
- Kami
- EdPuzzle
- Quizlet (for flashcards)
- Additional web resources (at teacher discretion)

Assessments:

- Vocabulary quiz on rooms and furniture / household items
- Optional: grammar quiz on verbs that translate to English as 'to be'
- Vocabulary quiz on terms related to parties and household chores
- Optional: grammar quiz on irregular present-tense verbs
- Optional: grammar quiz on 'tú' commands
- Unit test(s) including vocabulary, grammar and cultural concepts

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit 6: Tu deporte favorito – *Your Favorite Sport*

Time frame: 4 blocks

Essential content/objectives: At end of the unit, students will be able to:

- Talk about sports and sporting events
- Say whom they know and what they're familiar with
- Express what they know and know how to do
- Talk about sports in Spanish-speaking countries

Core Activities: Students will complete/participate in the following:

- Presentation (with pronunciation practice and repetition) of vocabulary related to common sports, sporting equipment and sporting events
- Presentation of the verb 'jugar', with guided practice
- Presentation of the verbs 'saber' and 'conocer', with guided practice
- Read (and/or watch videos) about and discuss sports in Spanish-speaking countries, including soccer and baseball
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- 'Cuaderno' written vocabulary and grammar practice activities
- 'Conversation Cards' speaking practice

Extensions:

- Read (and/or watch videos) about the origins and current status of 'Basque Pelota', including the 'Jai Alai' variant, including its status in the United States
- Watch and answer questions about the unit's 'Telehistoria' video series

Remediation:

- Use online flashcard sets
- Related practice activities for vocabulary and grammatical points
- Additional practice and tutoring are available, if needed

Instructional Methods:

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning, including group work, partner activities, games
- Individual practice, such as worksheets, warm-ups, projects

Materials & Resources:

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- SMART board
- Google apps
- Kami
- EdPuzzle
- Quizlet (for flashcards)
- Additional web resources (at teacher discretion)

Assessments:

- Vocabulary quiz on sports and sporting equipment
- Optional: unit test including vocabulary, grammar and cultural concepts

* After this unit, there will be a final exam.

Curriculum Scope & Sequence

Planned Course: Spanish I

Unit: Holidays

Time frame: 4 blocks, spread out over the course of the year

Essential content/objectives: At end of the unit, students will be able to:

- Talk about the variety of holidays celebrated on October 12th
- Describe the “Day of the Dead” holiday, as celebrated in Mexico
- Compare Christmas celebrations around the Spanish-speaking world
- Talk about Holy Week (and Easter-related) customs in Spain
- Explain the origin and importance of “Cinco de Mayo”

Core Activities: Students will complete/participate in the following:

- Watch a series of videos about ‘Día de la Raza/Hispanidad’ and how it is celebrated in various Spanish-speaking countries
- Complete a pre-test about ‘Day of the Dead’ in Mexico
- Watch the ‘El Día de los Muertos’ video (from Teacher’s Discovery)
- Complete written practice with ‘Day of the Dead’ related vocabulary and comprehension questions about the holiday
- Complete a pre-test about Christmas customs in Spanish-speaking countries
- Read and watch videos about Christmas in Spain and Latin America, including other holidays around the same time of year (New Year’s Day, Epiphany, etc.)
- Complete a pre-test about Easter customs in Spain
- Read and watch videos about Holy Week in Spain, including other related holidays (Carnaval, Lent, Easter Sunday, etc.)
- Watch a series of videos about ‘Cinco de Mayo’ and how it is celebrated in Mexico and in the United States by Chicanx individuals

Extensions:

- Discuss how “Day of the Dead” is celebrated in the US and other countries
- Compare Spanish-speaking Christmas celebrations to those in the US
- Read (and/or watch videos) about Holy Week customs in other countries

Remediation: Additional videos and informative websites are available

Instructional Methods:

- Direct instruction about the holidays and their significance
- Individual practice, including pre-tests, worksheets, warm-ups, etc.

Materials & Resources:

- Textbook
- Textbook ancillaries and worksheets
- Projector
- SMART board
- Google apps
- Kami
- EdPuzzle
- Quizlet (for flashcards)
- Additional web resources (at teacher discretion)
- Teacher-created materials about the holidays

Assessments:

- Informal assessments on the comprehension of the key points of each holiday may include worksheets
- Short quizzes
- Group discussion