

# Kingsway Regional School District



*Committed to Excellence*

<b>Course Name:</b> Spanish 1B	
<b>Prerequisite(s):</b> Spanish 1A	<b>Grade Level(s):</b> 8
<b>Department:</b> World Language	<b>Credits:</b> High School credit will be awarded with the completion of 1A and 1B
<b>BOE Adoption Date:</b>	<b>Revision Dates:</b> 2021-2022; September 2022

## **Course Description and Outcomes**

The study of another language and culture gives students a powerful key to successful communication. In today's global community, competence in more than one language is an essential part of communication and cultural understanding. In each level of language study, the students experience communication through reading, writing, speaking, and listening. The students gain an understanding of the culture that uses the language. Students make connections across disciplines and access new sources of information through the study of another language. Through comparisons and contrasts with the new language, students develop greater insight into their own language and culture and discover multiple ways to view the world. Students become life-long learners as they use the language both within and beyond the school setting.

In Spanish IB, the students work at the novice-mid proficiency level within three important modes: interpretive, interpersonal, and presentational. The students demonstrate an understanding of spoken and written communication within the appropriate cultural context. The students present, through oral and/or written communications, information, concepts, and ideas to an audience of listeners or readers. The students engage in direct oral and/or written communication with others. The Spanish IB course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness.

Proficiencies and Pacing Guide:

Course Title:

Unit Title:	Months & Number of Weeks	<a href="#">Relevant Content Standards</a>	Learning Goals:	Learning Objectives ( <a href="#">Identify the DOK Level</a> ):
<p><b>Unit 1:</b> En el centro</p>	<p><b>8 Weeks</b> <b>September - November</b></p>	<p><b>Novice-Mid Proficiency Level</b></p> <p><i>Interpretive</i> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3</p> <p><i>Interpersonal</i> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3</p> <p><i>Presentational</i> 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p>	<p>Students will be able to create casual conversation to get around town in written and spoken Spanish.</p> <p>Students will be able to identify vocabulary about the city in Spanish.</p> <p>Students will be able to discuss what people are going to do using <b>ir a + infinitive</b> in written and spoken Spanish.</p> <p>Students will be able to engage in conversation in a restaurant in spoken Spanish.</p> <p>Students will be able to use <b>-er</b> verbs to discuss what people are doing in written and spoken Spanish.</p> <p>Students will be able to discuss the significance of landmarks in Mexico in English.</p> <p>Students will be able to discuss the importance of Frida Kahlo’s art in English.</p> <p>Students will be able to interpret Mexican culture and compare/contrast with their own in English.</p>	<p>I can ask and say what people are going to do using <b>ir a + infinitive</b> in written and spoken Spanish. (DOK 2)</p> <p>I can discuss Mexico’s 3 cultures, landmarks, and cuisine in English. (DOK 3)</p> <p>I can create a menu in Spanish for a Puerto Rican restaurant. (DOK 3)</p> <p>I can have a conversation in a restaurant in spoken Spanish. (DOK 2)</p> <p>I can talk about what people do using <b>-er</b> verbs in written and spoken Spanish. (DOK 1)</p> <p>I can read about and discuss Frida Kahlo and her art in English. (DOK 4)</p>

Unit Title:	Months & Number of Weeks	<u>Relevant Content Standards</u>	Learning Goals:	Learning Objectives ( <u>Identify the DOK Level</u> ):
<b>Unit 2:</b> La familia	<b>8 Weeks</b> <b>November - January</b>	<b>Novice-Mid Proficiency Level</b>  <b>Interpretive</b> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4  <b>Interpersonal</b> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5  <b>Presentational</b> 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5	<p>Students will be able to identify family vocabulary in Spanish.</p> <p>Students will be able to discuss relationships in written and spoken Spanish.</p> <p>Students will be able to use possessive adjectives in written and spoken Spanish.</p> <p>Students will be able to discuss what people are doing using <b>-ir</b> verbs in written and spoken Spanish.</p> <p>Students will be able to use <b>estar</b> to describe people and things in written and spoken Spanish.</p> <p>Students will be able to discuss the importance of Puerto Rican culture in English.</p> <p>Students will understand the importance of family in the Spanish culture in English.</p> <p>Students will be able to understand the relevance of names in the Spanish culture.</p>	<p>I can identify family vocabulary in written and spoken Spanish and discuss the importance of family in Spanish culture. (DOK 3)</p> <p>I can use possessive adjectives to describe relationships among people in written and spoken Spanish. (DOK 2)</p> <p>I can talk about what people do using <b>-ir</b> verbs in written and spoken Spanish. (DOK 2)</p> <p>I can talk about Puerto Rico, its languages, and its people in English. (DOK 1)</p> <p>I can examine Puerto Rico's history, culture and geography. (DOK 1)</p> <p>I can use <b>estar</b> to describe people and things in written and spoken Spanish. (DOK 1)</p> <p>I can read about and discuss the relevance of the Hispanic naming tradition in English. (DOK 4)</p>
<b>Unit 3:</b> Nos gusta...	<b>6 Weeks</b> <b>January - March</b>	<b>Novice-Mid Proficiency Level</b>  <b>Interpretive</b> 7.1.NM.IPRET.1	<p>Students will be able to describe likes and dislikes in written and spoken Spanish.</p>	<p>I can talk about activities people like and dislike using <b>gustar</b> in written and spoken Spanish. (DOK 2)</p>

Unit Title:	Months & Number of Weeks	<a href="#">Relevant Content Standards</a>	Learning Goals:	Learning Objectives ( <a href="#">Identify the DOK Level</a> ):
		<p>7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p><b>Interpersonal</b> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p><b>Presentational</b> 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p>	<p>Students will be able to use <b>gustar</b> to discuss other people’s likes and dislikes in written and spoken Spanish.</p> <p>Students will be able to use adjectives to describe people and things in written and spoken Spanish.</p> <p>Students will be able to distinguish between <b>ser</b> and <b>estar</b> in written and spoken Spanish.</p> <p>Students will be able to understand the significance of baseball in the Dominican Republic in English.</p> <p>Students will be able to describe typical music from the Dominican Republic in English.</p>	<p>I can use <b>a</b> to clarify or add emphasis in written and spoken Spanish. (DOK 2)</p> <p>I can describe typical Dominican music in English. (DOK 1)</p> <p>I can describe friends, family, and things in written and spoken Spanish. (DOK 1)</p> <p>I can distinguish between <b>ser</b> and <b>estar</b> in written and spoken Spanish. (DOK 3)</p> <p>I can read about and discuss the importance of baseball in the Dominican Republic in English. (DOK 4)</p>
<p><b>Unit 4:</b> Todo en electrónicos</p>	<p><b>6 Weeks</b> March - April</p>	<p><b>Novice-Mid Proficiency Level</b></p> <p><b>Interpretive</b> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p><b>Interpersonal</b> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p><b>Presentational</b></p>	<p>Students will be able to identify electronics vocabulary in written and spoken Spanish.</p> <p>Students will be able to ask for electronic items in a store in spoken Spanish.</p> <p>Students will be able to express what they have using the verb <b>tener</b> in written and spoken Spanish.</p> <p>Students will be able to tell what they do not have using the verb <b>tener</b> in written and spoken Spanish.</p>	<p>I can identify electronics vocabulary and ask for items in a store in written and spoken Spanish. (DOK 1)</p> <p>I can talk about what people have using the verb <b>tener</b> in written and spoken Spanish. (DOK 2)</p> <p>I can express strong feelings using <b>¡Qué + adjective/noun!</b> in written and spoken Spanish (DOK 1)</p> <p>I can discuss how nature conservation and political neutrality are present in Costa Rica in English. (DOK 4)</p>

Unit Title:	Months & Number of Weeks	<a href="#">Relevant Content Standards</a>	Learning Goals:	Learning Objectives ( <a href="#">Identify the DOK Level</a> ):
		7.1.NM.PRSNT.4 7.1.NM.PRSNT.5	<p>Students will be able to describe activities for the coming week in written and spoken Spanish.</p> <p>Students will be able to discuss the significance of the Monteverde Cloud Forest Reserve in Costa Rica in English.</p>	<p>I can describe activities for the coming week in written and spoken Spanish. (DOK 2)</p> <p>I can use direct object pronouns in written and spoken Spanish. (DOK 2)</p> <p>I can use the personal <b>a</b> when needed in front of direct objects in written and spoken Spanish. (DOK 2)</p> <p>I can read about and discuss the Monteverde Cloud Forest Reserve in Costa Rica in English. (DOK 3)</p>
<b>Unit 5:</b> ¿Qué fecha celebramos?	<b>7 Weeks</b> May - June	<b>Novice-Mid Proficiency Level</b>  <b>Interpretive</b> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4.  <b>Interpersonal</b> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5  <b>Presentational</b> 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5	<p>Students will be able to state the date in written and spoken Spanish.</p> <p>Students will be able to list months in written and spoken Spanish.</p> <p>Students will be able to ask and tell when birthdays and holidays occur in written and spoken Spanish.</p> <p>Students will be able to tell where someone comes from using the verb <b>venir</b> in written and spoken Spanish.</p> <p>Students will be able to count to 999,999 in written and spoken Spanish.</p>	<p>I can talk about holidays and celebrations in written and spoken Spanish. (DOK 1)</p> <p>I can talk about past and future days in written and spoken Spanish. (DOK 2)</p> <p>I can recognize seasons in Spanish.(DOK 1)</p> <p>I can tell where someone comes from using the verb <b>venir</b> in written and spoken Spanish. (DOK 2)</p> <p>I can tell how someone travels to an event using the verb <b>venir</b> and transportation vocabulary. (DOK 2)</p>

Unit Title:	Months & Number of Weeks	<a href="#">Relevant Content Standards</a>	Learning Goals:	Learning Objectives ( <a href="#">Identify the DOK Level</a> ):
			<p>Students will be able to discuss the importance of Rubén Darío to the Spanish culture in English.</p> <p>Students will be able to discuss where people come from in written and spoken Spanish.</p>	<p>I can describe the importance of festivals in Nicaragua in English. (DOK 4)</p> <p>I can talk about months of the year and birthdays in written and spoken Spanish. (DOK 1)</p> <p>I can count to 999,999 in written and spoken Spanish. (DOK 1)</p> <p>I can ask for and tell the date in written and spoken Spanish. (DOK 1)</p>

<b>Unit 1: En el centro</b>	<b>Unit Length Months/Weeks: 8 Weeks September - November</b>
<p>Students will be able to create casual conversation to get around town in written and spoken Spanish.</p> <p>Students will be able to identify vocabulary about the city in Spanish.</p> <p>Students will be able to discuss what people are going to do using <b>ir a + infinitive</b> in written and spoken Spanish.</p> <p>Students will be able to engage in conversation in a restaurant in spoken Spanish.</p> <p>Students will be able to use <b>-er</b> verbs to discuss what people are doing in written and spoken Spanish.</p> <p>Students will be able to discuss the significance of landmarks in Mexico.</p> <p>Students will be able to discuss the importance of Frida Kahlo's art.</p> <p>Students will be able to interpret Mexican culture and compare/contrast with their own.</p>	

<b>Relevant Content Standards:</b>	<b>Learning Objectives/Topics and Skills (<a href="#">Identify the DOK Level</a>):</b>
<p><b>Novice-Mid Proficiency Level</b></p> <p><b><i>Interpretive</i></b>            7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.            7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.            7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p><b><i>Interpersonal</i></b>            7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.            7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>	<p>I can ask and say what people are going to do using <b>ir a + infinitive</b> in written and spoken Spanish. (DOK 2)</p> <p>I can discuss Mexico's 3 cultures, landmarks, and cuisine. (DOK 3)</p> <p>I can have a conversation in a restaurant in written and spoken Spanish. (DOK 2)</p> <p>I can talk about what people do using <b>-er</b> verbs in written and spoken Spanish. (DOK 1)</p> <p>I can read about and discuss Frida Kahlo and her art. (DOK 4)</p>

Relevant Content Standards:	Learning Objectives/Topics and Skills ( <a href="#">Identify the DOK Level</a> ):
<p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p><b>Presentational</b></p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferable ideas to other contexts)</i>
<p>How do I get around town?</p> <p>How can I speak to someone in a restaurant?</p> <p>How can I speak to someone in the present tense?</p>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● <i>Popular ways of getting around town vary from city to city, country to country.</i></li> <li>● <i>Appropriate manners of asking for things are different across cultures.</i></li> <li>● <i>Regular present tense verbs follow a pattern, which is essential for sentence composition.</i></li> </ul>

### Unit Learning Scale

**Unit Learning Goal:** Students will understand the cultural nuances of the Spanish-speaking world.

4	In addition to score 3 performances, the student can use the information in more complex sentences and dialogues.
3	<p>The student can:</p> <ul style="list-style-type: none"> <li>● Recognize the differences between formal and informal conversation</li> <li>● Express courtesy</li> <li>● Greet people with appropriate gestures</li> </ul>



2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related to: <ul style="list-style-type: none"> <li>● recalling vocabulary in isolation</li> <li>● recognizing the differences in formal and informal ways of speaking</li> </ul>
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

### Unit Learning Scale

**Unit Learning Goal:** Students will be able to interpret Mexican culture and compare/contrast with their own.

4	In addition to score 3 performances, the student can use the information in more complex sentences and dialogues.
3	The student can: <ul style="list-style-type: none"> <li>● identify some key components to Mexican culture</li> <li>● compare and contrast Mexican culture to their own</li> <li>● recall people and products that come from Mexican culture</li> <li>● identify cities in Mexico</li> <li>● identify important landmarks in Mexico and discuss the importance of each</li> </ul>
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related to: <ul style="list-style-type: none"> <li>● recalling cities, landmarks, people and products in isolation</li> <li>● recognizing cultural importance</li> </ul>
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Secondary Assessments (Formative)	Primary Assessments (Summative)
Quiz #1 - Vocabulary Quiz #2 - Grammar  Hispanic Heritage Month Project	Unit 1 Exam  Menu Project

Interdisciplinary Connections: <a href="#">CORE AREA CONNECTIONS</a>
<p>Social Studies  <b>NJSLS.SOC.6.1.4.D.20</b> - [<i>Cumulative Progress Indicator</i>] - Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>Art  <b>NJSLS.VPA.1.2.2.A.CS2</b> - [<i>Content Statement</i>] - The function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p> <p><b>Equity Integration (Using James Banks' Levels of Multicultural Integration):</b>  <b>Level 1: The Contributions Approach:</b> Students will learn unique features of Mexico and explore their subway system.  <b>Level 2: The Additive Approach:</b> Students will discover Mexican culture and explore various cities in Mexico.</p>
Career Ready Practices: <a href="#">Note applicable CRPs used within the unit.</a>
<p>CRP1: Act as a responsible and contributing citizen and employee.            CRP2: Apply appropriate academic and technical skills.            CRP4: Communicate clearly and effectively and with reason.            CRP5: Consider the environmental, social, and economic impact of decisions.            CRP6: Demonstrate creativity and innovation.            CRP11: Use technology to enhance productivity.            CRP12: Work productively in teams while using cultural global competence.</p>
Career Readiness, Life Literacies, & Key Skills (21 <sup>st</sup> Century Themes & Skills): <a href="#">Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.</a>
<p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.            9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.            9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).            9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</p>
Integration of Technology: <a href="#">Note applicable 2020 standards 8.1 &amp; 8.2 used within the unit.</a>
<p>NJSLS.8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>

NJSLS.8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.  
 NJSLS.8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

**Course/Unit Resources:**

1. Textbook: ¡Qué Chévere! 1-- 2016 by EMC Publishing, LLC
2. www.passport.carnegielearning.com
  - . eVisuals
  - a. iCulture
  - b. Communicative Activities
  - c. Workbook
  - d. Listening comprehension activities
  - e. Video dialogues by native speakers
2. TPR Storytelling
3. Flipgrid
4. Internet

<b>Unit Title:</b> La familia	<b>Unit Length Months/Weeks:</b> 8 Weeks November - January
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Students will be able to identify family vocabulary in Spanish.

Students will be able to discuss relationships in written and spoken Spanish.

Students will be able to use possessive adjectives in written and spoken Spanish.

Students will be able to discuss what people are doing using -ir verbs in written and spoken Spanish.

Students will be able to use **estar** to describe people and things in written and spoken Spanish.

Students will be able to discuss the importance of Puerto Rican culture.

Students will understand the importance of family in the Spanish culture.

Students will be able to understand the relevance of names in the Spanish culture.

<b>Relevant Content Standards:</b>	<b>Learning Objectives/Topics and Skills (<a href="#">Identify the DOK Level</a>):</b>
<b>Novice-Mid Proficiency Level</b>	I can identify family vocabulary in written and spoken Spanish and discuss the importance of family in Spanish culture. (DOK 3)

Relevant Content Standards:	Learning Objectives/Topics and Skills ( <a href="#">Identify the DOK Level</a> ):
<p><b>Interpretive:</b>  7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.  7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.  7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.  7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p><b>Interpersonal</b>  7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.  7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.  7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p><b>Presentational</b>  7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>I can use possessive adjectives to describe relationships among people in written and spoken Spanish. (DOK 2)</p> <p>I can talk about what people do using <b>-ir</b> verbs in written and spoken Spanish. (DOK 2)</p> <p>I can talk about Puerto Rico, its languages, and its people. (DOK 1)</p> <p>I can use <b>estar</b> to describe people and things in written and spoken Spanish. (DOK 1)</p> <p>I can read about and discuss the relevance of the Hispanic naming tradition. (DOK 4)</p>

<b>Essential Questions:</b> <i>(higher level questions that need to be considered/answers; are open and broad)</i>	<b>Enduring Understandings:</b> <i>(general/transferrable ideas to other contexts)</i>
<p>How does my view of family relationships compare with those in other countries?</p> <p>Do people from other cultures spend their free time differently?</p> <p>What brings cultures together?</p> <p>Why is music important?</p>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● <i>In many cultures, “families” are composed of many more people than immediate family.</i></li> <li>● <i>Leisure time and traditional activities vary across cultures.</i></li> <li>● <i>Common activities can bring cultures together.</i></li> <li>● <i>Music can be shared within and across cultures.</i></li> </ul>

### Unit Learning Scale

**Unit Learning Goal:** Students will be able to talk about family and relationships.

4	In addition to score 3 performances, the student can use the information in more complex sentences and dialogues.
3	<p>The student can:</p> <ul style="list-style-type: none"> <li>● identify and recognize family vocabulary</li> <li>● use vocabulary to engage in discussion about family</li> <li>● develop questions to uncover information about other families</li> <li>● make connections the importance of family in the United States and in Spanish-speaking countries</li> </ul>
2	<p>The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related to:</p> <ul style="list-style-type: none"> <li>● recalling family vocabulary in isolation</li> <li>● using vocabulary to generate conversation</li> </ul>
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Secondary Assessments (Formative)	Primary Assessments (Summative)
Quiz #1 - Vocabulary Quiz #2 - Grammar	Unit 2 Exam  Family Album project  Culture Test

Interdisciplinary Connections: <a href="#">CORE AREA CONNECTIONS</a>
Social Studies <b>NJSLS.SOC.6.3.4.CS1</b> - Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. <b>NJSLS.SOC.6.1.4.D.20</b> - [ <i>Cumulative Progress Indicator</i> ] - Describe why it is important to understand the perspectives of other cultures in an interconnected world. <b>Equity Integration (Using James Banks' Levels of Multicultural Integration):</b> <b>Level 1: The Contributions Approach:</b> Students will learn unique features of family in Hispanic culture. <b>Level 2: The Additive Approach:</b> Students will discover Puerto Rican culture and explore various cities in Puerto Rico.
Career Ready Practices: <a href="#">Note applicable CRPs used within the unit.</a>
CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason. CRP6: Demonstrate creativity and innovation. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills (21 <sup>st</sup> Century Themes & Skills): <a href="#">Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.</a>
9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Integration of Technology: <a href="#">Note applicable 2020 standards 8.1 &amp; 8.2 used within the unit.</a>
NJSLS.8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. NJSLS.8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers. NJSLS.8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Course/Unit Resources:
<ol style="list-style-type: none"> <li>1. Textbook: ¡Qué Chévere! 1-- 2016 by EMC Publishing, LLC</li> <li>2. www.passport.carnegielearning.com               <ol style="list-style-type: none"> <li>. eVisuals                   <ol style="list-style-type: none"> <li>a. iCulture</li> <li>b. Communicative Activities</li> <li>c. Workbook</li> <li>d. Listening comprehension activities</li> <li>e. Video dialogues by native speakers</li> </ol> </li> </ol> </li> <li>3. TPR Storytelling</li> <li>4. Flipgrid</li> <li>5. Internet</li> </ol>

Unit Title: Nos gusta...	Unit Length Months/Weeks: 6 Weeks January - March
<p>Students will be able to describe likes and dislikes in written and spoken Spanish.</p> <p>Students will be able to use <b>gustar</b> to discuss other people’s likes and dislikes.</p> <p>Students will be able to use adjectives to describe people and things in written and spoken Spanish.</p> <p>Students will be able to distinguish between <b>ser</b> and <b>estar</b>.</p> <p>Students will be able to understand the significance of baseball in the Dominican Republic.</p> <p>Students will be able to describe typical music from the Dominican Republic.</p>	

Relevant Content Standards:	Learning Objectives/Topics and Skills ( <a href="#">Identify the DOK Level</a> ):
<p><b>Novice-Mid Proficiency Level</b></p> <p><b>Interpretive:</b></p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p>	<p>I can talk about activities people like and dislike using <b>gustar</b> in written and spoken Spanish. (DOK 2)</p> <p>I can use <b>a</b> to clarify or add emphasis in written and spoken Spanish. (DOK 2)</p> <p>I can describe typical Dominican music. (DOK 1)</p> <p>I can describe friends, family, and things in written and spoken Spanish. (DOK 1)</p>

Relevant Content Standards:	Learning Objectives/Topics and Skills ( <a href="#">Identify the DOK Level</a> ):
<p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p><b>Interpersonal</b></p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p><b>Presentational</b></p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>I can distinguish between <b>ser</b> and <b>estar</b> in written and spoken Spanish. (DOK 3)</p> <p>I can read about and discuss the importance of baseball in the Dominican Republic. (DOK 4)</p>

<b>Essential Questions:</b> <i>(higher level questions that need to be considered/answers; are open and broad)</i>	<b>Enduring Understandings:</b> <i>(general/transferrable ideas to other contexts)</i>
<p>How does my view of family relationships compare with those in other countries?</p> <p>Do people from other cultures spend their free time differently?</p> <p>What brings cultures together?</p> <p>Why is music important?</p>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● <i>In many cultures, “families” are composed of many more people than immediate family.</i></li> <li>● <i>Leisure time and traditional activities vary across cultures.</i></li> <li>● <i>Common activities can bring cultures together.</i></li> <li>● <i>Music can be shared within and across cultures.</i></li> </ul>



### Unit Learning Scale

**Unit Learning Goal:** Students will be able to describe likes and dislikes.

4	In addition to score 3 performances, the student can use the information in more complex sentences and dialogues.
3	<p>The student can:</p> <ul style="list-style-type: none"> <li>● ask and give information about what people like to do in their free time</li> <li>● create sentences about what people like to do and do not like to do using the verb <b>gustar</b></li> <li>● make connections between the interests of Spanish-speakers and themselves</li> <li>● recognize key vocabulary words in context</li> </ul>
2	<p>The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related to:</p> <ul style="list-style-type: none"> <li>● matching forms of gustar with specific subjects</li> <li>● recalling activity vocabulary in isolation</li> <li>● generating conversation with given vocabulary</li> </ul>
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Secondary Assessments (Formative)	Primary Assessments (Summative)
Quiz #1 - Vocabulary Quiz #2 - Grammar	Unit 3 Test  Speaking Assessment (video about Likes and Dislikes)

**Interdisciplinary Connections:** [CORE AREA CONNECTIONS](#)

Health and Physical Education

**NJSLS.HPE.2.4.2.A.1** - [Cumulative Progress Indicator] - Compare and contrast different kinds of families locally and globally

**NJSLS.HPE.2.5.6.C.3** - [Cumulative Progress Indicator] - Relate the origin and rules associated with certain games, sports, and dances to different cultures.

**Equity Integration (Using James Banks' Levels of Multicultural Integration):**

**Level 1: The Contributions Approach:** Students will learn about different pastimes in Hispanic culture.

**Career Ready Practices:** *Note applicable CRPs used within the unit.*

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP6: Demonstrate creativity and innovation.

CRP11: Use technology to enhance productivity.

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

**Career Readiness, Life Literacies, & Key Skills (21<sup>st</sup> Century Themes & Skills):** *Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.*

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

**Integration of Technology:** *Note applicable 2020 standards 8.1 & 8.2 used within the unit.*

NJSLS.8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

NJSLS.8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

NJSLS.8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

**Course/Unit Resources:**

1. Textbook: ¡Qué Chévere! 1-- 2016 by EMC Publishing, LLC
2. [www.passport.carnegielearning.com](http://www.passport.carnegielearning.com)
  - f. eVisuals
  - g. iCulture
  - h. Communicative Activities
  - i. Workbook
  - j. Listening comprehension activities
  - k. Video dialogues by native speakers
3. TPR Storytelling
4. Flipgrid

5. Internet

<b>Unit Title:</b> Todo en electrónicos	<b>Unit Length Months/Weeks:</b> 6 Weeks March - April
<p><b>Learning Goals:</b></p> <p>Students will be able to identify electronics vocabulary in written and spoken Spanish.</p> <p>Students will be able to ask for electronic items in a store in spoken Spanish.</p> <p>Students will be able to express what they have using the verb <b>tener</b> in written and spoken Spanish.</p> <p>Students will be able to tell what they do not have using the verb <b>tener</b> in written and spoken Spanish.</p> <p>Students will be able to describe activities for the coming week in written and spoken Spanish.</p> <p>Students will be able to discuss the significance of the Monteverde Cloud Forest Reserve in Costa Rica.</p>	

<b>Relevant Content Standards:</b>	<b>Learning Objectives/Topics and Skills (<a href="#">Identify the DOK Level</a>):</b>
<p><b>Novice-Mid Proficiency Level</b></p> <p><b>Interpretive Mode</b>            7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.            7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.            7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.            7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p><b>Interpersonal Mode</b>            7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.            7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>	<p>I can identify electronics vocabulary and ask for items in a store in written and spoken Spanish. (DOK 1)</p> <p>I can talk about what people have using the verb <b>tener</b> in written and spoken Spanish. (DOK 2)</p> <p>I can express strong feelings using <b>¡Qué + adjective/noun!</b> in written and spoken Spanish (DOK 1)</p> <p>I can discuss how nature conservation and political neutrality are present in Costa Rica. (DOK 4)</p> <p>I can describe activities for the coming week in written and spoken Spanish. (DOK 2)</p> <p>I can use direct object pronouns in written and spoken Spanish. (DOK 2)</p> <p>I can use the personal <b>a</b> when needed in front of direct objects in written and spoken Spanish. (DOK 2)</p>

Relevant Content Standards:	Learning Objectives/Topics and Skills ( <a href="#">Identify the DOK Level</a> ):
<p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p><b>Presentational Mode</b></p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>I can read about and discuss the Monteverde Cloud Forest Reserve in Costa Rica. (DOK 3)</p>

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferable ideas to other contexts)</i>
<p>Do other countries have the same electronic devices?</p> <p>Do electronic devices have the same impact on daily life in other cultures?</p> <p>What is the importance of the environment in other countries?</p>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● <i>Technology developments vary across countries, depending on the economical progress of the nation.</i></li> <li>● <i>Many cultures do not rely on technology as much as the United States population; whereas other cultures could use technology more.</i></li> <li>● <i>Many countries value the environment differently, some have extreme conservation regulations, and others do not believe it is important.</i></li> </ul>

### Unit Learning Scale

**Unit Learning Goal:** Students will be able to talk about electronic vocabulary and how to ask for such items in a store.

4	In addition to score 3 performances, the student can use the information in more complex sentences and dialogues.
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3	<p>The student can:</p> <ul style="list-style-type: none"> <li>● identify and recognize electronics vocabulary</li> <li>● use vocabulary to engage in discussion about electronics</li> <li>● develop questions about how people use electronics using current technology</li> <li>● make connections on the progression of technology/electronics in the United States and in Spanish-speaking countries</li> </ul>
2	<p>The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related to:</p> <ul style="list-style-type: none"> <li>● recalling vocabulary in isolation</li> <li>● conjugating present tense verbs</li> </ul>
1	<p>The student needs assistance or makes multiple errors in attempting to reach score 3 performance.</p>
0	<p>Even with help, the student does not exhibit understanding of performance listed in score 3.</p>

Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> <li>● <b>Quiz 1:</b> Gramática - talk about what people have using <b>tener</b> / use the personal <b>a</b></li> <li>● <b>Quiz 2:</b> identify vocabulary related to technology items in a store</li> </ul>	<p><b>Unit 4 Exam</b></p>

Interdisciplinary Connections: <a href="#">CORE AREA CONNECTIONS</a>
<p>Art  <b>NJSLS.VPA.1.2.2.A.CS2</b> - [Content Statement] - The function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p> <p>Technology  <b>NJSLS.TECH.8.1.2.A.1</b> - [Cumulative Progress Indicator] - Identify the basic features of a digital device and explain its purpose.</p> <p>Science  <b>NJSLS.SCI.MS-ESS3-2</b> - [Performance Expectation] - Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</p> <p><b>Equity Integration (Using James Banks' Levels of Multicultural Integration):</b>  <b>Level 1: The Contributions Approach:</b> Students will learn how technology is implemented in Hispanic culture.  <b>Level 2: The Additive Approach:</b> Students will discover Costa Rican culture and explore various cities in Costa Rica.</p>

**Career Ready Practices:** *Note applicable CRPs used within the unit.*

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social, and economic impact of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

**Career Readiness, Life Literacies, & Key Skills (21<sup>st</sup> Century Themes & Skills):** *Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.*

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

**Integration of Technology:** *Note applicable 2020 standards 8.1 & 8.2 used within the unit.*

- NJSLS.8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- NJSLS.8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
- NJSLS.8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

**Course/Unit Resources:**

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2. [www.passport.carnegielearning.com](http://www.passport.carnegielearning.com)
  - l. eVisuals
  - m. iCulture
  - n. Communicative Activities
  - o. Workbook
  - p. Listening comprehension activities
  - q. Video dialogues by native speakers
3. TPR Storytelling
4. Flipgrid
5. Internet

<b>Unit Title:</b> ¿Qué fecha celebramos?	<b>Unit Length Months/Weeks:</b> 7 Weeks May - June
<p><b>Learning Goals:</b></p> <p>Students will be able to state the date in written and spoken Spanish.</p> <p>Students will be able to list months in written and spoken Spanish.</p> <p>Students will be able to ask and tell when birthdays and holidays occur in written and spoken Spanish.</p> <p>Students will be able to tell where someone comes from using the verb <b>venir</b> in written and spoken Spanish.</p> <p>Students will be able to count to 999,999 in written and spoken Spanish.</p> <p>Students will be able to discuss the importance of Rubén Darío to the Spanish culture.</p> <p>Students will be able to discuss where people come from in written and spoken Spanish.</p>	

<b>Relevant Content Standards:</b>	<b>Learning Objectives/Topics and Skills (Identify the DOK Level):</b>
<p><b>Novice-Mid Proficiency Level</b></p> <p><b>Interpretive Mode</b></p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p><b>Interpersonal Mode</b></p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>	<p>I can talk about holidays and celebrations in written and spoken Spanish. (DOK 1)</p> <p>I can talk about past and future days in written and spoken Spanish. (DOK 2)</p> <p>I can tell where someone comes from using the verb <b>venir</b> in written and spoken Spanish. (DOK 2)</p> <p>I can describe the importance of festivals in Nicaragua. (DOK 4)</p> <p>I can talk about months of the year and birthdays in written and spoken Spanish. (DOK 1)</p> <p>I can count to 999,999 in written and spoken Spanish. (DOK 1)</p> <p>I can ask for and tell the date in written and spoken Spanish. (DOK 1)</p> <p>I can read about and discuss Rubén Darío and the annual celebration in his honor. (DOK 3)</p>

Relevant Content Standards:	Learning Objectives/Topics and Skills ( <a href="#">Identify the DOK Level</a> ):
<p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p><b>Presentational Mode</b></p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferable ideas to other contexts)</i>
<p>Do other countries have the same electronic devices?</p> <p>Do electronic devices have the same impact on daily life in other cultures?</p> <p>What is the importance of the environment in other countries?</p>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● <i>Technology developments vary across countries, depending on the economical progress of the nation.</i></li> <li>● <i>Many cultures do not rely on technology as much as the United States population; whereas other cultures could use technology more.</i></li> <li>● <i>Many countries value the environment differently, some have extreme conservation regulations, and others do not believe it is important.</i></li> </ul>

### Unit Learning Scale

**Unit Learning Goal:** Students will be able to talk about electronic vocabulary and how to ask for such items in a store.

4	In addition to score 3 performances, the student can use the information in more complex sentences and dialogues.
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3	<p>In written and spoken Spanish the student can:</p> <ul style="list-style-type: none"> <li>state the date in written and spoken Spanish.</li> <li>list months in written and spoken Spanish.</li> <li>ask and tell when birthdays and holidays occur in written and spoken Spanish.</li> <li>tell where someone comes from using the verb <b>venir</b> in written and spoken Spanish.</li> <li>count to 999,999 in written and spoken Spanish.</li> <li>discuss the importance of Rubén Darío to the Spanish culture.</li> </ul>
2	<p>The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related to:</p> <ul style="list-style-type: none"> <li>state the date in written and spoken Spanish.</li> <li>list months in written and spoken Spanish.</li> <li>ask and tell when birthdays and holidays occur in written and spoken Spanish.</li> <li>tell where someone comes from using the verb <b>venir</b> in written and spoken Spanish.</li> <li>count to 999,999 in written and spoken Spanish.</li> <li>discuss the importance of Rubén Darío to the Spanish culture.</li> </ul>
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> <li><b>Quiz 1:</b> Dates, days, and holidays</li> <li><b>Quiz 2:</b> Gramática - talk about where someone comes from using the verb <b>venir</b></li> </ul>	<b>Unit 5 Test</b>

<p><b>Interdisciplinary Connections:</b> <a href="#">CORE AREA CONNECTIONS</a></p> <p>Art  <b>NJSLS.VPA.1.2.2.A.CS2</b> - [Content Statement] - The function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p> <p>Technology  <b>NJSLS.TECH.8.1.2.A.1</b> - [Cumulative Progress Indicator] - Identify the basic features of a digital device and explain its purpose.</p> <p>Science</p>
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**NJSLS.SCI.MS-ESS3-2** - [*Performance Expectation*] - Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

**Equity Integration (Using James Banks' Levels of Multicultural Integration):**

**Level 1: The Contributions Approach:** Students will learn unique features of holidays and celebrations in Hispanic culture.

**Level 2: The Additive Approach:** Students will discover Nicaraguan culture and explore various cities in Nicaragua

**Career Ready Practices:** [\*Note applicable CRPs used within the unit.\*](#)

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social, and economic impact of decisions.

CRP6: Demonstrate creativity and innovation.

CRP11: Use technology to enhance productivity.

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

**Career Readiness, Life Literacies, & Key Skills (21<sup>st</sup> Century Themes & Skills):** [\*Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.\*](#)

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

**Integration of Technology:** [\*Note applicable 2020 standards 8.1 & 8.2 used within the unit.\*](#)

NJSLS.8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

NJSLS.8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

NJSLS.8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

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