

CURRICULUM

FOR

World Language

Level I

GRADE(S) 9-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Jasmine Akauola, Supervisor of World Languages & ESL/Bilingual Programs

The Board acknowledges the following who contributed to the preparation of this curriculum.

David Formoso

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Subject/Course Title:
Spanish/Level 1
Grade(s) 9-12

Date of Board Adoption:
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RAHWAY PUBLIC SCHOOLS CURRICULUM

Level 1: Grades 9-12

PACING GUIDE

Unit	Title	Pacing
1	Daily life	10 weeks
2	After School	10 weeks
3	Community and Time	10 weeks
4	Activities Around the World	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>MLL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes.

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: World Language

Unit Title: Daily Life

Target Course/Grade Level: Level 1/Grades 9-12

Unit Summary: In this unit, students will use the target language in the three modes of communication to discuss topics related to their daily lives. Students will be able to use vocabulary and grammar to describe how they see and express themselves. Students will use the target language to exchange information about appearances, routines, personality, and characteristics of their home life, academic life, and extracurricular activities. Students will compare and contrast hobbies and routines in discourse about their lives at home and at school. Students will make connections between who they are and who they want to be in relation to the presence and absence of activities and habits in their daily lives and the lives of others in their own community and communities of the target cultures.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **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.
- **7.1.NM.IPRET.5:** Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- **7.1.NM.IPERS.1:** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- **7.1.NM.IPERS.2:** Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.IPERS.3:** Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- **7.1.NM.IPERS.4:** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- **7.1.NM.IPERS.5:** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

- **7.1.NM.IPERS.6:** Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- **7.1.NM.PRSNT.1:** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- **7.1.NM.PRSNT.2:** State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **7.1.NM.PRSNT.4:** Copy/write words, phrases, or simple guided texts on familiar topics.
- **7.1.NM.PRSNT.5:** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NM.PRSNT.6:** Name and label tangible cultural products associated with climate change in the target language regions of the world.

Career Readiness, Life Literacies, and Key Skills:

- 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.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Interdisciplinary Connections and Standards:

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

Social Studies:

- **6.1.12.HistorySE.2.a:** Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- **6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- **6.2.12.HistoryCC.5.h:** Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.

Unit Understandings:

Students will understand that...

- Many unique characteristics and features form our identities.
- Habits, routines, education, occupations, and culture may influence a person’s identities and outcomes throughout their life.
- Different cultures value different things and we should be accepting of all our differences.
- Cultures express themselves not only through their food, art, and celebrations, but also through the clothes they wear.

Unit Essential Questions:

- What is my identity in various communities (home, school, social, etc.)?
- How am I unique and/or similar to my peers in my culture and others?
- What routines shape my daily life?
- How do the clothes I wear compare to those of other cultures?

Knowledge and Skills:

Students will know...

- Descriptive adjectives and their gender form.
- Clothing vocabulary.
- How to use verbs to discuss hobbies.
- Transition words to give an order of events.
- Differences between their daily lives and those of other cultures.
- Names of products they may use everyday at home and in school.
- Routines that they have at home.
- Routines that they have at school.

Students will be able to...

- State their morning, school, and night routines using simple sentences and phrases.
- Ask about other’s routines using simple words and phrases.
- Identify typical products that they may use everyday.
- Compare and contrast different lifestyles amongst peers and cultures.
- Compare and contrast routines amongst their peers.
- Imitate gestures symbolizing their routine vocabulary.
- Describe themselves using their new vocabulary in simple words, phrases, and sentences.
- Describe others using their new vocabulary in simple words, phrases, and sentences.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Game-based assessments

- Quiz
- Project
- Presentations
- Pre-recorded responses to speaking prompts
- Written reflections
- Visual matching exercises that students elaborate on in written responses
- Google Forms survey or tech-aided assessment
- Exit tickets
- Notebook checks

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Do nows that give sneak peaks at what is to come as well as check understanding of prior topics.
- Read about different people and their descriptions of themselves.
- Watch and listen to videos of people introducing themselves.
- Describe characters based off of their pictures.
- Use graphic organizers to differentiate between people and their routines.
- Read about people's daily routines.
- Listen to people describe a typical day in their life.
- Draw pictures that represent vocabulary or their routines.
- Match pictures to parts of a story.
- Play review games using Kahoot or Blooket.
- Create a book of their daily routines using pictures and short sentences.
- Design google slides presentations where students introduce themselves.
- Play pictictionary to draw pictures of given descriptions.
- Recognize any cognates of our new vocabulary words.

RESOURCES

Teacher Resources:

- Teacher selected authentic resources

Equipment Needed:

- Laptop
- Chromebooks
- Projector
- Accounts to Kahoot, Quizizz, Blooket
- Notebooks
- Whiteboard and mini whiteboards

UNIT OVERVIEW

Content Area: World Language

Unit Title: After School

Target Course/Grade Level: Level 1/Grades 9-12

Unit Summary: In this unit, students will use the target language in the three modes of communication to discuss topics related to their home life. Students will be able to progress their use of vocabulary and grammar of their own physical and personality traits, to now describe what their friends and family are like. Students will compare and contrast their individual situations at home with those of their peers, as well as with other cultures around the world. Students will learn about their chores and foods in the target language and be able to use new vocabulary to say which ones they like and dislike. Students will also be able to discuss which types of animals they would be able to keep as pets and those that they would not be able to keep as pets.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

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- **7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- **7.1.NM.IPERS.1:** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- **7.1.NH.IPERS.1:** Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
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Career Readiness, Life Literacies, and Key Skills:

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- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
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Interdisciplinary Connections and Standards:

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Social Studies:

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- **6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.HistoryCC.5.h: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

Unit Understandings:

Students will understand that...

- Different cultures show respect for family members differently.
- The foods different cultures are used to can be influenced based on geographical location and economic situation.
- Different cultures have different household norms.
- Pets and the treatment of pets vary in different countries

Unit Essential Questions:

- How am I unique and/or similar to my peers in my culture and others?
- What household norms do each of my family members participate in?
- How does food shape one's culture?
- How do the expectations of me at home compare to others my age around the world?

Knowledge and Skills:

Students will know...

- Descriptive adjectives and their gender form.
- How to use verbs to discuss activities.
- Transition words to give an order of events.
- Differences between their home life and that of other cultures.
- What foods form part of their own cultures and how they compare to studied cultures.
- What animals are common as pets and a few that are common in the wild.
- Family vocabulary.

Students will be able to...

- State their home chores using simple sentences and phrases.
- Describe their family members using previous vocabulary studied during the first quarter.
- Compare and contrast the descriptions of their family members.
- Draw a picture of a family based on provided descriptions.
- Depict differences and similarities between the foods they eat and those of other cultures.
- Ask and answer questions about what foods they eat and who their family members are.
- Make a list of the foods they eat for breakfast, lunch, and dinner.
- Present their routines at home using simple sentences and gestures.
- Discuss their favorite and least favorite animals using simple words and phrases.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Game based assessments
 - Reviews through Kahoot, Quizizz, etc...
- Quiz
- Projects
 - Family tree poster or depicted on Google Slides.
 - Creating their own menu.
- Drawing
 - How they represent a family after listening to an audio description.
- Written reflections
- Google Forms
- Exit tickets
- Do nows

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Do nows that give sneak peaks at what is to come as well as some that check for understanding on previously covered topics.
- Draw a picture of a family based on an audio description.
- Three way picture, one student describes an image, one student asks questions and passes that information on, and the last student tries to recreate the picture.
- Interactive vocabulary review through Quizizz or Kahoot.
- Charades, students act out the chores they do at home.
- Web quest, students follow directions to search a website and find information on different cultures.
- Create a family tree poster where students depict personality and physical traits of their family members.
- Match food vocabulary to their picture.
- Design Google Slides presentations going over a country's food and cultural norms.
- In groups create their very own restaurant for which they design a menu.
- Read about home life in other cultures.

RESOURCES

Teacher Resources:

- Teacher selected authentic resources

Equipment Needed:

- Laptop
- Chromebooks
- Projector
- Accounts to Kahoot, Quizizz, Blooket
- Notebooks
- Whiteboard and mini whiteboards

UNIT OVERVIEW

Content Area: World Language

Unit Title: Community and Time

Target Course/Grade Level: Level 1/Grades 9-12

Unit Summary: In this unit, students will use the target language in the three modes of communication to discuss topics related to their community, weather, and time. Students will progress in their vocabulary and grammar skills through writing and conversations of those things that make up a community. Students will compare and contrast stores, tourist locations, and daily life in a variety of different communities. Students will begin to associate sales with specific times of the year. They will also be introduced to weather vocabulary and learn about when the different seasons take place in different countries.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

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- **6.2.12.HistoryCC.5.h:** Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.

Unit Understandings:

Students will understand that...

- The weather and seasons are not the same for everyone around the world.
- Each community can be very unique due to its layout, tourist attractions, culture, etc...
- Clothes are another big part of culture and a great way for one to express themselves.
- Some cultures consider a different day to be the start of the week.

Unit Essential Questions:

- How does my community compare to those of various countries that speak the target language?
- Does my culture influence how my family and I dress?
- How does my taste in clothing compare to that of my peers?
- How does the time of year influence my fashion sense?

Knowledge and Skills:

Students will know...

- Descriptive adjectives and their gender form.
- How to correctly form sentences using both verbs and adjectives.
- Transition words to give an order of events.
- What things make up a community.
- What communities and countries (that use the target language) are like.
- How to describe the weather.
- What the weather is like in different parts of the world.

Students will be able to...

- Compare and contrast their community to those of other countries, using simple sentences.
- Watch videos and then write descriptive summaries about the communities learned about.
- Draw a map of their own community with labels in target language.
- Explain where things are by using simple directions like next to, behind, in front of, etc...
- Describe the clothing they like to wear using complete sentences.
- Form sentences using the phrase 'I like'.
- Design a magazine where they draw and label the clothes they would sell.
- Fill out a venn diagram regarding the time of year of the seasons in their community compared to Spanish speaking countries.
- Recite all of the months of the year.
- Explain what clothing they would wear based on the month.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Game based assessments
 - Reviews through Kahoot, Quizizz, etc...
- Quiz
- Projects
 - Creating and labeling a map of their own community.
 - Designing their own magazine.
- Drawing
 - A calendar with the types of clothes they would wear in each season.
- Written reflections
- Visual matching exercises that students elaborate on in written responses
- Google Forms
- Exit tickets
- Do nows

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Do nows that give sneak peaks at what is to come as well as some that check for understanding on previously covered topics.
- Label a map using a given key.
- Draw a map of your own community.
- Create a venn diagram highlighting the similarities and differences of your community with a country that speaks the target language.
- Work in small groups to design their own store and make a magazine highlighting the clothes for sale.
- Make a calendar which includes simple sentences explaining appropriate clothing for that month/season.
- Read about significant clothing in a few countries and cultures that speak the target language.
- Web quest, students follow directions to search a website and find information on different cultures.
- Match food vocabulary to their picture.
- Be given an amount of money to spend with a partner and pick out an appropriate outfit for an event drawn at random.
- Interactive vocabulary review through Quizizz or Kahoot.

RESOURCES

Teacher Resources:

- Teacher selected authentic resources

Equipment Needed:

- Laptop
- Chromebooks
- Projector
- Accounts to Kahoot, Quizizz, Blooket
- Notebooks
- Whiteboard and mini whiteboards

UNIT OVERVIEW

Content Area: World Language

Unit Title: Activities Throughout the World

Target Course/Grade Level: Level 1/Grades 9-12

Unit Summary: In this unit, students will use the target language in the three modes of communication to discuss topics related to travel. Students will build on what they have learned throughout the year to now work on asking and answering questions based on their preferred pastimes. Students will use complete sentences to express their preferences on activities they would like to do abroad. They will learn about different vacation spots of where the target language is spoken and be able to compare them to any place that they have actually visited. Students will read about different geographical fun facts and landmarks found where the target language is spoken. Most importantly students will have progressed from using simple words and phrases in the beginning of the year, to now using complete sentences to express themselves.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **7.1.NH.IPRET.1:** Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.2:** Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.3:** Respond and act on a series of oral and written instructions, directions, and commands.
- **7.1.NH.IPRET.4:** Recognize some common gestures and cultural practices associated with target culture(s).
- **7.1.NH.IPRET.5:** Identify some unique linguistic elements in the target culture.
- **7.1.NH.IPRET.6:** Interpret some common cultural practices associated with the target culture(s).
- **7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- **7.1.NH.IPRET.8:** Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- **7.1.NH.IPERS.1:** Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- **7.1.NH.IPERS.2:** Ask and respond to questions on practiced topics and on information from other subjects.
- **7.1.NH.IPERS.3:** Make requests and express preferences in classroom settings and in various social situations.

- **7.1.NH.IPERS.4:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- **7.1.NH.IPERS.5:** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- **7.1.NH.IPERS.6:** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- **7.1.NH.PRSNT.1:** Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- **7.1.NH.PRSNT.2:** Create and present brief messages using familiar vocabulary orally or in writing.
- **7.1.NH.PRSNT.3:** Describe orally and in writing people and things from the home and school environment.
- **7.1.NH.PRSNT.4:** Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.
- **7.1.NH.PRSNT.6:** Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Career Readiness, Life Literacies, and Key Skills:

- 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.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Interdisciplinary Connections and Standards:

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

Social Studies:

- **6.1.12.HistorySE.2.a:** Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- **6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- **6.2.12.HistoryCC.5.h:** Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

Unit Understandings:

Students will understand that...

- Each country has its very own culture.
- Different countries and/or regions use different words for some things.
- Everyone has different preferences when it comes to leisure/activities.
- There are various famous sightseeing opportunities in

Unit Essential Questions:

- How do I spend my free time?
- What is important to me when going on vacation?
- How do I manage my time on this vacation?
- How can I budget my vacation?

Knowledge and Skills:

Students will know...

- Descriptive adjectives and their gender form.
- How to correctly form sentences using both verbs and adjectives.
- Transition words to give an order of events.
- How to use colors as descriptions.
- How to identify different shapes.

Students will be able to...

- Plan an itinerary for their vacation to a country/region where the target language is spoken.
- Present their entire vacation using transition words.
- Use verbs and adjectives to describe activities they participate in, using full sentences.
- Compare and contrast geographical features from different countries.
- Label a map of all countries that speak the target language.
- Ask and answer questions with peers about their vacation projects.
- Describe countries' flags using their shapes and colors vocabulary using the target language.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Game based assessments
 - Reviews through Kahoot, Quizizz, etc...
- Quiz

- Projects
 - A google slides walkthrough of a vacation to a city that speaks the target language.
- Labeling a map of target language countries and/or regions.
- Written reflections
- Visual matching exercises that students elaborate on in written responses
- Google Forms
- Exit tickets
- Do nows

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Do nows that give sneak peaks at what is to come as well as some that check for understanding on previously covered topics.
- Present a Google Slides presentation where they discuss a vacation to an assigned country/region
- Respond to questions regarding an audio in the target language about a person's trip.
- Fill out a graphic organizer comparing their peers' presentations in which they visit different cities.
- Read about famous landmarks within countries that speak the target language
- Label a map of the countries/regions that speak the target language.
- Use their directions vocabulary to explain where countries are on a map.
- Web quest, students follow directions to search a website and find information on different countries.
- Match leisure/activities vocabulary to their picture.
- Interactive vocabulary review through Quizizz or Kahoot.

RESOURCES

Teacher Resources:

- Teacher selected authentic resources

Equipment Needed:

- Laptop
- Chromebooks
- Projector
- Accounts to Kahoot, Quizizz, Blooket
- Notebooks
- Whiteboard and mini whiteboards