

# Black Horse Pike Regional School District

*Where inspiring excellence is our standard and student achievement is the result.*

## Spanish I Course Syllabus

**Updated:** June 2024

### Course Overview

This course will serve as an introduction to the Spanish language and culture throughout the Spanish-speaking world. Class time includes a blending of both teacher-guided instruction and student-centered activities, facilitated discussion and collaboration, supplemental website-based learning activities, problem solving and critical thinking, reading/writing/speaking/listening activities, development of interpretive/presentational/interpersonal skills, and building of proficiency abilities.

Instruction at this level introduces the student to the target language culture. Students will be introduced to correct pronunciation and intonation patterns, basic grammatical structures, and vocabulary of the language to develop Novice High Interpretive (listening & reading), Interpersonal (speaking & writing) and Presentational (speaking & writing) skills. Students will interact with and produce simple texts and short passages in the target language and develop foundational conversational proficiency skills for everyday interaction within the cultural norms and customs of the target language. The primary focus of a Level One World Language course is sharing information about themselves and their personal experiences.

We live in one of the most diverse states in the nation. Thus, the New Jersey Department of Education focuses on equipping students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, and embracing the state's multiculturalism and diversity, including the acquisition of diverse languages and cultures. Our Spanish classes will strive to meet the New Jersey Student Learning Standards mission of providing learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse society and world. This will be conducted through the lens of the "5 C's" from ACTFL: communication, cultures, connections, comparisons, and communities.

The course content below follows the [New Jersey Student Learning Standards for World Languages](#).

### Course Content and Outline:

	<u>Learning Objectives</u>	<u>NJSLS</u>
<b>Unit 1:</b> Bienvenidos a la clase de español  <b>Proficiency target:</b> Novice-low	<ol style="list-style-type: none"><li>1.) Basic greetings</li><li>2.) Numbers</li><li>3.) Calendar</li><li>4.) Weather/Seasons</li><li>5.) Time</li><li>6.) Classes, teachers, schedules</li><li>7.) Super "7" verb introduction in first &amp; third person forms</li><li>8.) Verbs gustar/interesar/aburrir</li></ol>	<ol style="list-style-type: none"><li>1.) 7.1.NL.IPRET.1</li><li>2.) 7.1.NL.IPRET.2</li><li>3.) 7.1.NL.IPRET.3</li><li>4.) 7.1.NL.IPRET.4</li><li>5.) 7.1.NL.IPERS.1</li><li>6.) 7.1.NL.IPERS.2</li><li>7.) 7.1.NL.IPERS.3</li><li>8.) 7.1.NL.IPERS.5</li><li>9.) 7.1.NL.PRSNT.1</li><li>10.) 7.1.NL.PRSNT.2</li><li>11.) 7.1.NL.PRSNT.3</li></ol>

<b>Unit 2: Mi familia y yo</b> <b>Proficiency target:</b> Novice-low	1.) Describing self & others (physical and personality traits) 2.) Family members 3.) Continuation super “7” verbs in first & third person forms 4.) All subject pronouns 5.) All forms of ser 6.) All forms of tener 7.) Definite/indefinite articles 8.) Noun-adjective syntax and agreement 9.) Possessive adjectives	1.) 7.1.NL.IPRET.1 2.) 7.1.NL.IPRET.2 3.) 7.1.NL.IPRET.3 4.) 7.1.NL.IPERS.1 5.) 7.1.NL.IPERS.2 6.) 7.1.NL.IPERS.3 7.) 7.1.NL.PRSNT.1 8.) 7.1.NL.PRSNT.2
<b>Unit 3: Hogar y quehaceres</b> <b>Proficiency target:</b> Novice-low to Novice-mid	1.) Describing a home 2.) Describing chores 3.) All forms of tener and tener + que 4.) All forms of estar 5.) Describe the location of objects in rooms 6.) Introduction to conjugations of regular -ar verbs	1.) 7.1.NL.IPRET.1 2.) 7.1.NL.IPRET.2 3.) 7.1.NL.IPRET.3 4.) 7.1.NL.IPERS.1 5.) 7.1.NL.IPERS.2 6.) 7.1.NL.IPERS.3 7.) 7.1.NL.PRSNT.1 8.) 7.1.NL.PRSNT.2
<b>Unit 4: La comida</b> <b>Proficiency target:</b> Novice-low to Novice-mid	1.) Talk about different meals (breakfast, lunch and dinner) 2.) Create a basic conversation in a dining situation 3.) All forms of regular -ar verbs and dar 4.) All forms of regular -er & -ir verbs 5.) All forms of ir 6.) Review of gustar/interesar/aburrir 7.) Discuss likes and dislikes of foods and beverages 8.) Discussing typical or authentic dishes	1.) 7.1.NM.IPRET.1 2.) 7.1.NM.IPRET.2 3.) 7.1.NM.IPRET.3 4.) 7.1.NM.IPERS.1 5.) 7.1.NM.IPERS.2 6.) 7.1.NM.IPERS.3 7.) 7.1.NM.IPERS.6 8.) 7.1.NM.PRSNT.1 9.) 7.1.NM.PRSNT.2 10.) 7.1.NM.PRSNT.4

### **Course Expectations and Skills**

- 1.) Apply target-language vocabulary and grammar to reading, writing, speaking, & listening comprehension activities.
- 2.) Demonstrate levels of proficiency through interpretive, interpersonal, and presentational activities and assessments in the present tense in the target-language (for example: develop and perform dialogues, oral presentations, infographic interpretations, etc.).
- 3.) Demonstrate a growth to Novice-Mid proficiency level according to the 2012 Standards established by the American Council on the Teaching of Foreign Languages (ACTFL).

- 4.) Develop a cross-cultural awareness through exposure to cultural practices and open discussion of various social justice themes.

### **Materials Needed**

- Chromebook
- Notebook and/or three-ring binder with lined paper (as needed)
- Daily planner/Student organizer
- Pen or pencil

### **Resources**

Supplemental Materials = online resources, teacher-made resources, & Shared Google Drive Folder

### **Grading Scale**

Students' grades are based-upon the following categories:

Classwork/Participation =	30%
Minor Assessments =	35%
Major Assessments =	35%

# **Black Horse Pike Regional School District**

**Spanish I**

**Unit 1 - Bienvenidos a la clase de español**

**Summer 2024**

## **Unit Overview**

**Estimated Duration: First marking period**

### **Theme(s) or topic(s):**

The first unit of the year is centered on self-expression and survival phrases in the target language. Students are introduced to proper greetings and goodbyes in the target language, as well as cultural practices for greetings. Students use the target language to exchange information with their peers and adults. They will compare and contrast a typical American school day with one in the target culture. By the end of the unit, students will be able to interpret authentic documents related to school, weather and calendar. They will be able to talk about themselves and their school day with others.

The introduction of these common topics will be conducted in the novice-low proficiency level. Students will be employing all three modes of communication: the interpretive, interpersonal and presentational activities to increase their Spanish proficiency level. The lessons and assessments in this unit expose students to authentic Spanish Speaking real life experiences which facilitates students overall fluency and increase in interpersonal, presentational and interpretive proficiencies.

## **Essential Questions**

### **Thematic Questions to guide the unit of study:**

- What are common greeting practices/phrases in the target language and cultures?
- Why are cultural greeting practices relevant for first-time interactions?
- How is my school day similar to/different from the school day in target cultures?

## **Enduring Understandings**

### **Learning Objectives for the unit of study:**

- Cultural greeting practices play an important role in meeting someone for the first time.
- It is important to use context clues when attempting to aurally and visually interpret the target language.
- Calendars reflect one's culture and a people's cultural perspective.
- School days in the USA are often very different from those in other countries, both in the number and types of courses studied, but also in the days and hours that school is open and how students go to and from school.
- Perspectives about going to school can be very different in other countries.
- Self-expression should include but not be limited to: introductions, likes/dislikes, and basic feelings/conditions.

## **Learning Targets & Standards**

**Proficiency target:** [Novice-low](#)

**Learning Targets -** Students will use Spanish to:

- ... greet someone.
- ... introduce myself.
- ... ask “What is your name?”
- ... ask “How are you?”
- ... tell how I am feeling.
- ... tell where I am from.
- ... ask “Where are you from?”
- ... ask someone about their age.
- ... tell someone my age.
- ... ask someone about their telephone number.
- ... tell someone about my telephone number.
- ... tell what time it is.
- ... ask for the time.
- ... tell the date.
- ... ask “What is today’s date?”
- ... ask “When is your birthday?”
- ... tell when my birthday is.
- ... count from 0-30.
- ... say “Please”, “Thank you”, and “You’re welcome”.
- ... say which classes I am taking.
- ... ask what classes someone is taking.
- ... say what period I have a specific class.
- ... ask who your favorite teacher is.
- ... tell who my favorite teacher is and why.
- ... ask “What is your favorite class?”
- ... tell you about my favorite class and why.
- ... tell you who my teachers are and what classes they teach.
- ... describe my classes as difficult or easy.
- ... tell what time school or a class starts and ends.
- ... use simple sentences to tell about school in Spanish-speaking countries.
- ... describe the weather.
- ... ask “What is the weather like?”.
- ... say what season it is.
- ... say what the weather is like in a particular season.
- ... ask & express likes/dislikes.

#### **NJSLS Standards:**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students’ own cultures in highly contextualized oral texts.
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

## **Instructional Strategies & Unit Resources:**

### **Vocabulary:**

- [Quizlet- Spanish Greetings](#)
- [Quizlet- Numbers 0-31 & Numbers 0-100](#)
- [Quizlet- Time & Schedule](#)
- [Quizlet- Weather & Seasons](#)
- [Quizlet- School](#)

### **Grammar:**

- super “7” verb introduction in first & third person forms
- gustar/interesar/aburrir

### **Technology Programs Used:**

- Quizlet
- EdPuzzle
- Blooket
- Gimkit
- Google Applications
- Quizizz
- Kahoot
- This is School
- Peardeck
- Conjuguemos
- Boom Cards
- [Spanishlistening.org](#)

### **Activities and Assignments:**

- Students will respond to the texts in activities that encompass the interpersonal, presentational and interpretive modes at the Novice Low Level
- Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.
- Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.
- Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.

### **Social Justice Topic Suggestions:**

Open class discussion utilizing visuals to compare and contrast classrooms and school expectations here in the United States versus Spanish-speaking countries. Students are invited to share their personal perspective (in a respectful manner) on the value of education worldwide.

### **Student Feedback:**

Students will receive feedback on proficiency through the use of the Novice Low Proficiency guidelines rubric.

## **Accommodations & Modifications**

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, MLL, Gifted and Talented:

- [Spanish Special Education / Gifted and Talented](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)

## **Assessments**

### **Options for Preassessments for SGOs**

- [Google Form: AR verbs only](#)
- [Google Doc: Subject Pronouns & AR verbs](#)

### **Assessment Options:**

- Read and answer questions about a school schedule in a Spanish-speaking country.
- Answer questions based on a student's description of their school schedule.
- In a conversation with their teacher and/or classmates, students will answer questions in order to introduce themselves, say where they are from, say their age/birthday, talk about the date, say their phone number, say what the weather is like or talk about the season, describe their school schedule and describe likes and dislikes about classes and teachers.
- Create a multi-media rich digital presentation to introduce themselves, say where they are from, say their age, talk about the date, say their phone number, describe their school schedule, etc.
- Listen to a native Spanish-speaker introduce him/herself, say how they are feeling and answer questions about the content.
- Read a short text where a student describes their schedule and fill out a blank schedule.
- Watch videos on EdPuzzle and answer questions.
- Watch authentic Spanish film clips and answer questions related to school.
- Answer questions about your school schedule.
- Use Extempore/Flip introducing yourself and saying where you are from and how old you are.
- Write a short e-mail to a penpal introducing yourself.

## **Learning Targets & Standards**

### **Interdisciplinary Connections & 21st Century Themes & Skills**

### **English Language Arts:**

- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

### **Mathematics:**

- K.CC.A. Know number names and the count sequence.
- K.CC.B. Count to tell the number of objects.
- K.NBT.A Work with numbers 11–19 to gain foundations for place value.
- K.M.B Work with money.
- 1.M.C Work with money.
- 1.M.B. Tell and write time.

### **Science:**

- K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
- K-ESS2.D Weather and Climate Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)

### **Social Studies:**

- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

### **Comprehensive Health & Physical Education:**

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.2.2.N.1: Explore different types of foods and food groups.



- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

#### **Visual & Performing Art:**

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

#### **Technology and 21st Century Themes & Skills:**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 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.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

#### **Computer Science & Design Thinking:**

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

# **Black Horse Pike Regional School District**

**Spanish I**

**Unit 2 - Mi familia y yo**

**Summer 2024**

## **Unit Overview**

**Estimated Duration: Second marking period**

### **Theme(s) or topic(s):**

In this unit, students will describe themselves and their family members. Students will compare and contrast family dynamics in the USA versus Spanish-speaking countries. Additionally, students will share information about their family members, describe them, and ask about other people's families.

The introduction of these common topics will be conducted in the novice-low proficiency level. Students will be employing all three modes of communication: the interpretive, interpersonal and presentational activities to increase their Spanish proficiency level. The lessons and assessments in this unit expose students to authentic Spanish-speaking real life experiences which facilitates students overall fluency and increase in interpersonal, presentational and interpretive proficiencies.

## **Essential Questions**

### **Thematic Questions to guide the unit of study:**

- How do I describe myself (physically/personality-wise)?
- Who does my family consist of, and how would I describe them?
- How is my family dynamic similar to/different from the family dynamic in other Spanish-Speaking countries?
- What are things we do/celebrate with our family members and friends?

## **Enduring Understandings**

### **Learning Objectives for the unit of study:**

- Self-identify and self-expression is an ever-changing and evolving concept that is important to youth and our society overall.
- Family is an ever-changing component of a student's life.
- A family is specific to the culture in which one is raised and in which one lives.
- The term “family” can encompass a variety of people and have different meanings for different people.

## **Learning Targets & Standards**

**Proficiency target:** Novice-low

**Learning Targets** - Students will use Spanish to:

- ... describe themselves, both physical and personality characteristics.
- ... identify members of my family.
- ... describe how someone is related to me.
- ... understand what people say in a short conversation about their family members/guardians.
- ... understand basic descriptions of family members/guardians.

- ... understand short texts about family.
- ... ask and answer questions about family members' appearance and personality.
- ... describe my family members, including ages, personalities, likes, and physical descriptions.
- ... talk about what my family and I do together.
- ... state with whom I live.
- ... describe a family using photographs, family trees, and other visual cues.

#### **NJSLS Standards:**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

### **Instructional Strategies & Unit Resources:**

#### **Vocabulary:**

- [Quizlet- Physical Descriptions & Personality Traits](#)
- [Quizlet: Describe Someone Else](#)
- [Quizlet- Family- Relationships & Pets](#)
- [Quizlet: Subject Pronouns](#)
- [Quizlet: Ser & Subject Pronouns](#)

#### **Grammar:**

- continuation super “7” verbs in first & third person forms
- all subject pronouns
- all forms of ser
- all forms of tener
- definite/indefinite articles
- noun-adjective syntax and agreement
- possessive adjectives

#### **Technology Programs Used:**

- Quizlet
- EdPuzzle
- Blooket
- Gimkit
- Google Applications
- Quizizz

- Kahoot
- This is School
- Peardeck
- Conjuguemos
- Boom Cards
- [Spanishlistening.org](https://spanishlistening.org)

### **Activities and Assignments:**

- Students will respond to the texts in activities that encompass the interpersonal, presentational and interpretive modes at the Novice Low Level
- Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.
- Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.
- Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.

### **Social Justice Topic Suggestions:**

Open class discussion describing stereotypes/biases and “traditional” family structures and dynamics here in the United States versus Spanish-speaking countries.

### **Student Feedback:**

Students will receive feedback on proficiency through the use of the Novice Low Proficiency guidelines rubric.

## **Accommodations & Modifications**

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, MLL, Gifted and Talented:

- [Spanish Special Education / Gifted and Talented](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)

## **Assessments**

### **Assessment Options:**

- Answer questions based on people talking about their family.
- In a conversation with their teacher and/or classmates, students will answer questions about themselves and their family members.
- Create a multi-media rich digital presentation to introduce themselves and family members, say where they are from, say their age, say their physical and personality traits, etc.
- Create a family tree, whether it be accurate or a fantastical one.
- Listen to a native Spanish-speaker talk about him/herself, and answer questions about the content.
- Listen to a native Spanish-speaker talk about their family, and answer questions about the content.
- Read short texts that describe people and/or family members.

- Watch videos on EdPuzzle and answer questions.
- Answer questions about yourself and various family members.
- Use Extempore/Flip introducing yourself and saying where you are from and how old you are, physical and personality traits and about family members.
- Write a short paragraph about themselves and their family.

## **Learning Targets & Standards**

### **Interdisciplinary Connections & 21st Century Themes & Skills**

#### **English Language Arts:**

- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

#### **Mathematics:**

- K.CC.A. Know number names and the count sequence.
- K.CC.B. Count to tell the number of objects.
- K.NBT.A Work with numbers 11–19 to gain foundations for place value.
- K.M.B Work with money.
- 1.M.C Work with money.
- 1.M.B. Tell and write time.

#### **Science:**

- K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
- K-ESS2.D Weather and Climate Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)

#### **Social Studies:**

- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

### **Comprehensive Health & Physical Education:**

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

### **Visual & Performing Art:**

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

### **Technology and 21st Century Themes & Skills:**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 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.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

### **Computer Science & Design Thinking:**

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

# **Black Horse Pike Regional School District**

**Spanish I**

**Unit 3 - Hogar y Quehaceres**

**Summer 2024**

## **Unit Overview**

**Estimated Duration: Third marking period**

### **Theme(s) or topic(s):**

In this unit, students will describe their home, rooms, furnishings, and talk about household chores. Students will compare and contrast living conditions in the USA versus Spanish-speaking countries. Additionally, students will share information about with whom they live, describe their home, rooms and furnishings, what chores they do/don't do in their home and ask about other people's homes and chore responsibilities.

The introduction of these common topics will be conducted in the novice-low to novice-mid proficiency level. Students will be employing all three modes of communication: the interpretive, interpersonal and presentational activities to increase their Spanish proficiency level. The lessons and assessments in this unit expose students to authentic Spanish-speaking real life experiences which facilitates students overall fluency and increase in interpersonal, presentational and interpretive proficiencies.

## **Essential Questions**

### **Thematic Questions to guide the unit of study:**

- How do I describe my home, rooms and furnishings?
- How do I describe what responsibilities my family members and I have in my home?
- How is my home similar to/different from the living situations in other Spanish-Speaking countries?

## **Enduring Understandings**

### **Learning Objectives for the unit of study:**

- Housing is a reflection of one's culture.
- Family and home are an ever-changing component of a student's life.
- A home is specific to the culture in which one is raised and in which one lives.
- The term "home" can encompass a variety of people and have different meanings for different people.
- Expectations for responsibilities at home can vary greatly.

## **Learning Targets & Standards**

**Proficiency target:** [Novice-low to Novice-mid](#)

**Learning Targets** - Students will use Spanish to:

- ... understand when people describe their room or where they live.
- ... use a Spanish website to explore varieties of homes and furnishings from different Spanish-speaking countries.
- ... obtain basic information from Spanish real estate ads.

- ... talk about where people live, describe various types of dwellings (apartments, condos, dorms, houses, castles, huts, etc).
- ... describe rooms and furniture.
- ... share information about where I live.
- ... describe where things are in a room.
- ... talk about things that belong to me and others.
- ... talk about household chores.

### **NJSLS Standards:**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

## **Instructional Strategies & Unit Resources:**

### **Vocabulary:**

- [Quizlet- Home, Objects & Rooms](#)
- [Quizlet: Home, Objects & Location](#)
- [Quizlet: Chores](#)

### **Grammar:**

- all forms of tener
- tener + que
- all forms of estar
- introduction to conjugations of regular -ar verbs

### **Technology Programs Used:**

- Quizlet
- EdPuzzle
- Blooket
- Gimkit
- Google Applications
- Quizizz
- Kahoot
- This is School



- Peardeck
- Conjuguemos
- Boom Cards
- [Spanishlistening.org](http://Spanishlistening.org)

### **Activities and Assignments:**

- Students will respond to the texts in activities that encompass the interpersonal, presentational and interpretive modes at the Novice-low to Novice-mid Level
- Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.
- Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.
- Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.

### **Social Justice Topic Suggestions:**

- Open class discussion regarding housing situations here in the United States versus Spanish-speaking countries.
- Open class discussion regarding unemployment and/or homelessness here in the United States versus Spanish-speaking countries.
- Open class discussion regarding typical household responsibilities and gender roles here in the United States versus Spanish-speaking countries.

### **Student Feedback:**

Students will receive feedback on proficiency through the use of the Novice-low to Novice-mid Proficiency guidelines rubric.

## **Accommodations & Modifications**

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, MLL, Gifted and Talented:

- [Spanish Special Education / Gifted and Talented](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)

## **Assessments**

### **Assessment Options:**

- Answer questions based on people talking about their home.
- In a conversation with their teacher and/or classmates, students will answer questions about their homes and chore responsibilities.
- Create a multi-media rich digital presentation depicting their home and its rooms and furnishings.
- Create a home diagram, whether it be accurate or a “dream” one.
- Listen to a native Spanish-speaker talk about their home, and answer questions about the content.

- Read short texts that describe different types of homes, rooms and furnishings.
- Read short texts that describe one's chores in the home.
- Watch videos on EdPuzzle and answer questions.
- Answer questions about your home and/or chores.
- Use Extempore/Flip to describe your home and its rooms and furnishings and/or chores.
- Write a short paragraph about your home and its rooms and furnishings and/or chores.

## **Learning Targets & Standards**

### **Interdisciplinary Connections & 21st Century Themes & Skills**

#### **English Language Arts:**

- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

#### **Mathematics:**

- K.CC.A. Know number names and the count sequence.
- K.CC.B. Count to tell the number of objects.
- K.NBT.A Work with numbers 11–19 to gain foundations for place value.
- K.M.B Work with money.
- 1.M.C Work with money.
- 1.M.B. Tell and write time.

#### **Science:**

- K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
- K-ESS2.D Weather and Climate Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)

#### **Social Studies:**

- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

### **Comprehensive Health & Physical Education:**

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

### **Visual & Performing Art:**

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

### **Technology and 21st Century Themes & Skills:**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 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.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

### **Computer Science & Design Thinking:**

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

# **Black Horse Pike Regional School District**

**Spanish I**

**Unit 4 - La comida**

**Summer 2024**

## **Unit Overview**

**Estimated Duration: Fourth marking period**

### **Theme(s) or topic(s):**

This unit will prepare students to dine in a restaurant in a Spanish-speaking country. Students will learn about typical foods people eat, foods that they enjoy eating, and introduce them to typical dishes and meal-customs for different Spanish-speaking countries. The students will be able to conduct a basic conversation in an eatery. They will also work with recipes.

The introduction of these common topics will be conducted in the novice-low to novice-mid proficiency level. Students will be employing all three modes of communication: the interpretive, interpersonal and presentational activities to increase their Spanish proficiency level. The lessons and assessments in this unit expose students to authentic Spanish-speaking real life experiences which facilitates students overall fluency and increase in interpersonal, presentational and interpretive proficiencies.

## **Essential Questions**

### **Thematic questions to guide the unit of study:**

- How do I describe food and drinks that I like/dislike?
- How do I compare and contrast eating habits and times in Spanish-Speaking countries?
- What are typical dishes from Spanish-Speaking countries?
- How do I order foods/beverages?

## **Enduring Understandings**

### **Learning Objectives for the unit of study:**

- Food is an important aspect of every culture.
- Where a person lives influences their food choices and shopping habits.
- Food habits (ex: mealtimes, portions, snacking) can be strongly influenced by a person's culture.
- Preparing, cooking, and eating food can be a rewarding and pleasurable experience.

## **Learning Targets & Standards**

**Proficiency target:** Novice-low to Novice-mid

**Learning Targets** - Students will use Spanish to:

- ... discuss meals.
- ... identify foods and beverages.
- ... discuss food preferences with others.
- ... compare and contrast dining habits.

- ... talk about what I eat for each meal and preferences.
- ... read authentic documents for information: including the food pyramid, eatery or market advertisements, menus, recipes, infographics, etc.
- ... talk about what I want to eat or drink.
- ... discuss quantities of food.
- ... ask others their food and drink preferences.
- ... read short texts and answer questions about these materials.

### **NJSLS 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.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.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.4: Copy/write words, phrases, or simple guided texts on familiar topics.

## **Instructional Strategies & Unit Resources:**

### **Vocabulary:**

- [Quizlet: Meals: Breakfast, Lunch & Dinner](#)
- [Quizlet: Appetizers, Desserts & Drinks](#)
- [Quizlet: -ER & -IR verbs](#)
- [Quizlet: IR - to go](#)

### **Grammar:**

- all forms of regular -ar verbs and dar
- all forms of regular -er & -ir verbs
- all forms of ir
- review of gustar/interesar/aburrir

### **Technology Programs Used:**

- Quizlet
- EdPuzzle

- Blooket
- Gimkit
- Google Applications
- Quizizz
- Kahoot
- This is School
- Peardeck
- Conjuguemos
- Boom Cards
- [Spanishlistening.org](https://spanishlistening.org)

### **Activities and Assignments:**

- Students will respond to the texts in activities that encompass the interpersonal, presentational and interpretive modes at the Novice-low to Novice-mid Level
- Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.
- Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.
- Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.

### **Social Justice Topic Suggestions:**

- Open class discussion about food insecurity and food deserts.
- Open class discussion about what comprises a healthy/unhealthy diet. How easily accessible are these things? How realistic is this lifestyle?
- What is food waste? Where does it occur? How does it affect the environment?
- What's the difference between organic and genetically-modified foods?
- How is climate change affecting our food supplies?

### **Student Feedback:**

Students will receive feedback on proficiency through the use of the Novice-low to Novice-mid Proficiency guidelines rubric.

## **Accommodations & Modifications**

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, MLL, Gifted and Talented:

- [Spanish Special Education / Gifted and Talented](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)

## **Assessments**

**Assessment Options:**

- Answer questions based-upon food/ beverage likes and dislikes, where they like to eat, what they like to eat and drink at particular meals .
- In a conversation with their teacher and/or classmates, students will answer questions about their favorite foods and beverages.
- Create a menu or recipe.
- Listen to a native Spanish-speaker talk about their food/beverage preferences, and answer questions about the content.
- Listen to authentic food/cooking videos in the target language.
- Read short texts that describe different types of regional dishes.
- Survey their classmates about their eating habits.
- Compare and contrast food and meal choices.
- Watch videos on EdPuzzle and answer questions.
- Answer questions about your food/beverage preferences.
- Use Extempore/Flip to describe your favorite foods/ beverages or dishes.
- Write a short paragraph about your food and beverage preferences.
- Plan a meal for a special occasion of their choice.
- Role play being a customer and a waiter in a restaurant.
- Describe your favorite meal while your partner listens and illustrates.
- Research and present cultural dishes in various Spanish-Speaking countries.

**Learning Targets & Standards****Interdisciplinary Connections & 21st Century Themes & Skills****English Language Arts:**

- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

**Mathematics:**

- K.CC.A. Know number names and the count sequence.
- K.CC.B. Count to tell the number of objects.
- K.NBT.A Work with numbers 11–19 to gain foundations for place value.
- K.M.B Work with money.
- 1.M.C Work with money.
- 1.M.B. Tell and write time.

**Science:**

- K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
- K-ESS2.D Weather and Climate Weather is the combination of sunlight, wind, snow or rain, and
- temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)

### **Social Studies:**

- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

### **Comprehensive Health & Physical Education:**

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

### **Visual & Performing Art:**

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

### **Technology and 21st Century Themes & Skills:**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).



- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 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.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

**Computer Science & Design Thinking:**

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.