

Spanish I Novice

Unit Title: Unit 1 - Greetings & Small Talk

Stage 1: Desired Results

Standards & Indicators: Novice Low

Interpretive Mode of Communication: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations:

- 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

Interpersonal Mode of Communication: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Performance Expectations:

- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational Mode of Communication: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Expectations

- 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.

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<ul style="list-style-type: none"> 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures 		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes	
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJLSA.SL5)	In order for members of our society to participate productively, information needs to be shared accurately and ethically.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
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.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea/Enduring Understanding: <ul style="list-style-type: none"> Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Cultures: Learners use the language to investigate, explain, and reflect on the 		Essential/Guiding Questions: <ul style="list-style-type: none"> What elements make up daily social interactions? What elements of culture do people bring with them when they move from their country of origin to another? Why is Spanish so widely spoken in the United States?

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<p>relationship between the practices and perspectives of the cultures studied.</p> <ul style="list-style-type: none"> ● Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. ● Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence. ● Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	<ul style="list-style-type: none"> ● How do greetings and personal space vary across cultures? ● In what ways does culture influence the way we interact with one another? ● What influence do Spanish speakers have in the United States and Canada? ● Why/How is speaking another language beneficial to my future? ● What is a cognate and how can they aid in understanding a new language? ● How can knowing the Spanish alphabet aid in the pronunciation of words? ● How does culture influence the way we celebrate events with family and friends? ● What are the traditional celebrations and holidays in the Spanish-speaking world and how do they compare to those in our community and in the rest of my country? ● What products and practices are typical of family celebrations in my country and in Spanish-speaking cultures? ● Who are some famous Hispanics and what are their contributions to society? How have they influenced American culture and society?
<p>Content: Greetings, Farewells, & Small Talk</p> <ul style="list-style-type: none"> ● Cognates ● Spanish Alphabet ● Greetings and Farewells ● La Quinceañera ● Expressing Feelings ● Punctuation ● Numbers 1-100 ● Expressing Courtesy ● Telling Time ● Hispanic Heritage Month/Black History Month <p>Spanish Speaking Countries and Capitals</p> <p>Describing The Day</p> <ul style="list-style-type: none"> ● Weather ● Days of the week ● Months of the Year ● Seasons ● Writing the Date ● Numbers past 100 <p>Films:</p> <ul style="list-style-type: none"> ● Ferdinand ● Pachamama ● Vivo ● Wish 	<p>Skills(Objectives): I Can...</p> <p>Interpretive</p> <ul style="list-style-type: none"> ● Identify cognates in a text. ● Infer meaning of unknown words in a text using cognates, and words and phrases I already know. ● Identify greetings and goodbyes by recognizing memorized words and phrases. ● Recognize variations on ways to greet someone and say goodbye in Spanish-speaking countries. ● Identify words and phrases that describe weather conditions. ● Identify the main idea and key details in a weather report. ● Understand a video about a Quinceañera using familiar words, cognates and authentic visuals. ● Locate all Spanish speaking countries on a map. ● Identify Spanish speaking countries and their capitals. ● Understand videos about Spanish speaking countries using familiar words, cognates and authentic visuals. <p>Interpersonal</p> <ul style="list-style-type: none"> ● Communicate in conversations using a variety of memorized greetings and goodbyes. ● Ask and Answer questions about how someone is feeling, where they are from, and their age. ● Ask and Answer questions about how many there are of something.

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- Express courtesy.
- Ask and Answer questions about weather and seasons.
- Ask and Answer questions about the time of day.
- Discuss climates and climate change in Spanish speaking countries. Compare/Contrast other climates with our own.
- Read, Summarize, & Discuss cultural articles and topics.

Presentational

- Recite the Spanish Alphabet.
- Introduce myself with simple phrases and statements.
- Express my feelings in simple sentences.
- Count from 0-100 and past 100.
- Create a Poster about a Spanish speaking country.
- Research a famous Hispanic and their contribution(s) to society. Create hoodie representing the life and values of the famous Hispanic.
- Describe the current weather conditions using information from a weather report.
- Compose a paragraph describing the day (date, weather, season, time.)

Intercultural Communication

- In my own and other cultures,
 - Identify typical behaviors related to greetings and goodbyes.
 - Identify cultural differences in social introductions.
 - Compare and Contrast "La Quinceanera" with a 16th Birthday and a Wedding.
- Interact at the survival level to greet and say goodbye to Spanish speakers using culturally appropriate behaviors and gestures.
- Identify some iconic cultural products of Spanish speaking countries related to history, art, music, sports, and important people and landmarks.
- Compare the currency in my country with another.
- discuss the role of **padrinos** and **madrinas** in today's Hispanic family.

Interdisciplinary Connections:

English

- Identify cognates in a text and use them to infer the main idea.
- Read texts, summarize, and infer the meaning of vocabulary.
- Assign correct punctuation in a sentence.
- Construct grammatically correct sentences.
- Expand vocabulary.
- Make Introductions.
- Compare/Contrast language.
- Read/Respond to different types of literature.

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Math	<ul style="list-style-type: none"> ○ Solve basic math problems. ○ Complete number sequences. ○ Tell time. ○ Express age. ○ Count. ○ Represent quantities.
Art/Music	<ul style="list-style-type: none"> ○ Listen to/Interpret songs. ○ Draw with various media.
Science	<ul style="list-style-type: none"> ○ Describe the weather. ○ Create a weekly weather report for a Spanish speaking country. ○ Research animals native to Spanish speaking countries.
History	<ul style="list-style-type: none"> ○ Learn about Hispanic Heritage Month. ○ Research a famous Hispanic and their contribution to society. ○ Learn about, and discuss, the cultural significance of a Quinceanera. ○ Research Spanish speaking countries. ○ Identify Spanish speaking countries on a map of Central America, South America, Europe and Africa. ○ Read and Discuss current events.

Stage 2: Assessment Evidence

Performance Task(s):	Other Evidence:
<p>Quizzes</p> <ul style="list-style-type: none"> ● Cognates ● Spanish Alphabet ● Greetings & Farewells ● Seasons & Weather ● Numbers ● Map of Latin/South America <p>Projects</p> <ul style="list-style-type: none"> ● Cognate Alphabet ● Hispanic Heritage Month/Black History Month Hoodie Project <ul style="list-style-type: none"> ○ Sept/Oct - Famous Hispanic ○ February - Famous Afro-Latino ● Spanish Speaking Country Research Project ● "Greetings & Small Talk" Comic Strip Project ● Weather Report 	<ul style="list-style-type: none"> ● Reading/Writing Activities <ul style="list-style-type: none"> ○ Spanish 1 Novice "Greetings & Small Talk" Packet ○ Interactive/Digital Notebook Activities ○ Dialogs ● Partner/Speaking/Collaborative Activities ● Grammar/Vocabulary Games <ul style="list-style-type: none"> ○ Kahoot ○ Quizizz ○ Blooket ○ Gimkit ○ Duolingo ○ Rockalingua ○ Boom Cards ● Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> ○ YouTube ○ EdPuzzle ○ Rockalingua ● Class Discussions on Cultural Topics ● Digital Resources & Web Based Learning <ul style="list-style-type: none"> ○ EdPuzzle ○ Kahoot ○ Gimkit ○ Blooket ○ Rockalingua ○ Duolingo ○ Quizizz ○ Boom Cards

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- FlipGrid
- Google (Classroom, Docs, Slides, Forms, Drawings, Maps)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Project Based Learning
 - Cognate Illustrations
 - Greetings/Goodbyes Comic Strip Dialog
 - Country Poster Project
 - Weather Forecast
 - Hispanic Heritage Month Famous Hispanic Hoodie
 - Black History Month Famous Afro-Latino Hoodie
- Partner/Group Activities/Learning Centers
 - Dialogs & Role Playing
 - TPR (Total Physical Response)
 - Discussions
 - Turn & Talk
 - Think-Pair-Share
 - Jigsaw
 - Oral Reading
- Grammar & Vocabulary Games/Simulations
- Interactive Writing/Journaling
- Open-Ended/Targeted Questioning/Cold Call
- Guided Notes
- Tiered Assignments/Choice Boards
- Culture/Grammar/Vocabulary Videos
- Web Based Learning
 - Kahoot, Quizizz, Gimkit, Blooket
 - EdPuzzle
 - Duolingo
 - Rockalingua
 - Google (Classroom, Docs, Slides, Forms, Drawings, Maps)
 - Quizlet (Flashcards)
 - Boom Cards
- Do-Now & Closure Activities
- Social/Emotional Learning
 - Interactive Writing/Journaling
 - Polling/Check-ins
 - Emotional Consistency
 - Celebrate Diversity
 - Practice Mindfulness
 - Discuss/Practice Empathy
 - Incorporate Art
 - Constructive Criticism
 - Daily Greetings
 - Promote a Growth Mindset
 - Behavior/Learning Contracts
 - Provide Immediate Feedback
 - Peer Instruction
- Analogies/Mnemonic Devices

Resources:

[New Jersey World Language Standards](#)

[New Jersey Career Readiness, Life Literacies, and Life Skills](#)

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)

Web Based Learning

- www.duolingo.com
- www.google.com
- <https://wow.boomlearning.com>
- www.edpuzzle.com
- <https://www.blooket.com/>
- www.quizlet.com
- <https://www.gimkit.com/>
- <https://kahoot.com/>
- www.rockalingua.com

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<ul style="list-style-type: none"> ● Modeling/Show & Tell Lessons ● Interactive Notebook Activities/Maps ● Choice Boards/Tiered Assignments/Scaffolding ● Outlines/Graphic Organizers/Timelines/Rubrics ● Formative & Summative Assessments ● Comprehensible Input 			
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ● Adjusted questioning techniques and higher order questions. ● Curriculum compacting (Pre-assessment and alternative assignments) ● Web-based Learning ● Independent Study ● Personalized course packet with individualized enrichment materials ● Open ended questions ● Varying sets of reading comprehension questions to answer ● Alternate homework options ● Focus on accuracy ● Choice Boards/Tiered Assignments/Scaffolding ● Assignments designed to meet the needs of native speakers 	<ul style="list-style-type: none"> ● Independent/ Small group work ● Learning centers ● Adjusted questioning techniques and higher order questions ● Curriculum compacting (Pre-assessment and alternative assignments) ● Web-based Learning ● Independent Study ● Personalized course packet with individualized enrichment materials ● Open ended questions ● Adaptive assignments that get easier/harder depending on how a student is performing ● Varying sets of reading comprehension questions to answer ● Focus on accuracy ● Choice Boards/Tiered Assignments/Scaffolding 	<ul style="list-style-type: none"> ● Learning centers ● Use of flashcards ● One on one coaching with a student, designed around his/her specific challenges ● Mini lessons ● Small groups designed around student's strengths and weaknesses so that they can tutor each other ● Individualized remediation and enrichment materials ● Continually assess and adjust content to meet student's needs ● Extended time on activities/assessments ● Grade for content, not spelling ● Give directions through several channels: auditory, visual, kinesthetic, model ● Use adapted text/worksheets ● Give immediate feedback ● Vary grouping arrangements: small, large, individual ● Utilize peer buddy system in cooperative learning 	<p>Special Needs/ELL</p> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> ● Breaking assignments into smaller tasks ● Giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries

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		<ul style="list-style-type: none">• Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids• Use various techniques and materials to teach a lesson, based on students functioning level• Provide correctly completed examples• Provide frequent reviews of current concepts and information taught• Break assignments into smaller tasks• Use drill and repetition• Use of memory aids/mnemonic devices• Frequently check for understanding• Re-teach and review requisite skills before introducing a new skill or concept• Learning/Behavior Contracts• Web-based Learning<ul style="list-style-type: none">◦ Rockalingua◦ Duolingo• Alternate homework options (modify and limit questions)• Choice Boards/Tiered Assignments/Scaffolding• Use games and simulations• Use TPR (Total Physical Response)• Role playing, Dramatization, props for dialogs• Interactive writing	
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		<ul style="list-style-type: none">• Provide visual aids• Repeated directions• Differentiate based on proficiency• Provide word banks• Allow for translators, dictionaries	
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Unit Title: Unit 2 - La Clase (The Classroom)

Stage 1: Desired Results

Standards & Indicators: Novice Low

Interpretive Mode of Communication: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations:

- 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.
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Interpersonal Mode of Communication: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Performance Expectations:

- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

Presentational Mode of Communication: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

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Performance Expectations

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
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9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes	
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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.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea/Enduring Understanding: <ul style="list-style-type: none"> Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 		Essential/Guiding Question: <ul style="list-style-type: none"> What is a typical school day for students in Spanish speaking countries? How does the school experience for students in Spanish-speaking countries compare to the different

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<ul style="list-style-type: none"> ● Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. ● Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. ● Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence. ● Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	<p>experiences of students in my school and schools in the United States?</p> <ul style="list-style-type: none"> ● What is the importance of gender and number when identifying nouns? ● What is “El Día de los Muertos” and how is it celebrated? Where and why is it celebrated?
<p>Content:</p> <ul style="list-style-type: none"> ● Classroom Objects ● Schools in Spanish speaking countries ● Class Schedules ● Definite & Indefinite Articles ● Nouns in Spanish (Gender and Number) ● Colors ● Personality Traits ● Physical Descriptions ● Pronouns ● The verb SER (to be) to state origin and describe personality and physical descriptions ● Using Adjectives to Describe (colors, personality traits and physical appearance) ● Sentence Structure/Forming Sentences ● El Día de los Muertos (Day of the Dead) ● Films/Video Series <ul style="list-style-type: none"> ○ Book of Life/Coco ○ Spare Parts ○ McFarland USA ○ O11CE ○ Most Dangerous Ways To School 	<p>Skills(Objectives): I Can...</p> <p>Interpretive</p> <ul style="list-style-type: none"> ● Identify classroom objects, their quantity and color. ● Recognize terms for classroom objects in a list of related words. ● Recognize words for classes and days of the week in a description of a typical school week. ● Understand simple descriptions of classmates and classroom objects. ● Recognize information in a video about school life and classes. ● Understand videos about classes and schools in Spanish speaking countries using familiar words, cognates and authentic visuals. <p>Interpersonal</p> <ul style="list-style-type: none"> ● Read, Summarize, & Discuss cultural articles and topics. ● Greet a new student and get to know him/her by asking/answering questions about classes and class schedules. ● Ask and Answer simple questions about my classes and school day with a classmate. ● Discuss education in my own and other cultures. <p>Presentational</p> <ul style="list-style-type: none"> ● Create a “Calavera” (skull) for “El Día de los Muertos.” ● Design a digital “Ofrenda” to demonstrate understanding of the cultures and customs of “El Día de los Muertos.” ● Present information about my school day in simple sentences. ● Name and Describe familiar objects and people. <p>Intercultural Communication</p> <ul style="list-style-type: none"> ● In my own and other cultures, <ul style="list-style-type: none"> ○ Identify different practices related to programs of study for high school students.

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	<ul style="list-style-type: none"> ○ Identify practices related to school dress codes and uniforms. ● Learn about and Discuss the history, and current cultural practices, of “El Dia de los Muertos.” ● Interact (at the survival level) to exchange basic information to answer questions about my school, classmates, and classes.
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Interdisciplinary Connections:

English

- Read texts, summarize, and infer the meaning of vocabulary.
- Assign correct punctuation in a sentence.
- Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
- Discuss the role gender plays in nouns, and the use of non-binary pronouns.
- Compare/Contrast language.
- Read/Respond to different types of literature.

Math

- Use numbers to describe one or more nouns.
- Represent quantities.

Art/Music:

- Design an “Ofrenda” for the Day of the Dead.
- Create a “Calavera” for the Day of the Dead.
- Listen to/Interpret songs in the target language.
- Draw with various media.

History

- Learn about and Discuss the history, and current cultural practices, of the Day of the Dead.
- Read and Discuss current events.

Stage 2: Assessment Evidence

Performance Task(s):

Quizzes

- Pronouns & Ser
- Articles (Definite/Indefinite)
- Colors
- Classroom Objects

Projects

- “Mi Novio/Novia Ideal”
- “La Clase” Schedule
- “El Día de los Muertos” Projects
 - Skull
 - “Ofrenda”

Other Evidence:

Reading/Writing Activities

- Spanish 1 Novice “La Clase” Packet
- Interactive Notebook Activities
- Dialogs
- Partner/Speaking/Collaborative Activities
- Grammar/Vocabulary Games
 - Kahoot
 - Quizizz
 - Gimkit
 - Blooket
 - Boom Cards
- Culture/Grammar/Vocabulary Songs & Videos
 - YouTube
 - EdPuzzle
- Class Discussions on Cultural Topics
- Digital Resources & Web Based Learning
 - EdPuzzle
 - Kahoot
 - Gimkit
 - Blooket
 - Rockalingua
 - Duolingo

Spanish I Novice

- Quizizz
- Boom Cards
- Google (Classroom, Docs, Slides, Forms, Drawings, Maps)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Project Based Learning
 - “Mi Novio/Novia Ideal”
 - “La Clase” Composition
 - “Calavera” & “Ofrenda” for “El Día de los Muertos.”
- Partner/Group Activities/Learning Centers
 - Dialogs & Role Playing
 - TPR (Total Physical Response)
 - Discussions
 - Turn & Talk
 - Think-Pair-Share
 - Jigsaw
 - Oral Reading
- Grammar & Vocabulary Games/Simulations
- Interactive Writing/Journaling
- Open-Ended/Targeted Questioning/Cold Call
- Guided Notes
- Tiered Assignments/Choice Boards
- Culture/Grammar/Vocabulary Videos
- Web Based Learning
 - Kahoot, Blooket, Quizizz, Gimkit
 - EdPuzzle
 - Duolingo
 - Rockalingua
 - Google (Classroom, Docs, Slides, Forms, Drawings, Maps)
 - Quizlet
 - Boom Cards
- Do-Now & Closure Activities
- Social/Emotional Learning
 - Interactive Writing/Journaling
 - Polling/Check-ins
 - Emotional Consistency
 - Celebrate Diversity
 - Practice Mindfulness
 - Discuss/Practice Empathy
 - Incorporate Art
 - Constructive Criticism
 - Daily Greetings
 - Promote a Growth Mindset
 - Behavior/Learning Contracts
 - Provide Immediate Feedback
 - Peer Instruction
- Analogies/Mnemonic Devices
- Modeling/Show & Tell Lessons
- Interactive Notebook Activities/Maps
- Choice Boards/Tiered Assignments/Scaffolding

Resources:

[New Jersey World Language Standards](#)

[New Jersey Career Readiness, Life Literacies, and Life Skills](#)

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)

Web Based Learning

- www.duolingo.com
- www.google.com
- <https://www.boomlearning.com>
- www.edpuzzle.com
- <https://www.blooket.com/>
- www.quizlet.com
- <https://www.gimkit.com/>
- <https://kahoot.com/>
- www.rockalingua.com

Spanish I Novice

<ul style="list-style-type: none"> ● Outlines/Graphic Organizers/Timelines/Rubrics ● Formative & Summative Assessments ● Comprehensible Input 			
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ● Adjusted questioning techniques and higher order questions. ● Curriculum compacting (Pre-assessment and alternative assignments) ● Web-based Learning ● Independent Study ● Personalized course packet with individualized enrichment materials ● Open ended questions ● Varying sets of reading comprehension questions to answer ● Alternate homework options ● Focus on accuracy ● Choice Boards/Tiered Assignments/Scaffolding ● Assignments designed to meet the needs of native speakers 	<ul style="list-style-type: none"> ● Independent/ Small group work ● Learning centers ● Adjusted questioning techniques and higher order questions ● Curriculum compacting (Pre-assessment and alternative assignments) ● Web-based Learning ● Independent Study ● Personalized course packet with individualized enrichment materials ● Open ended questions ● Adaptive assignments that get easier/harder depending on how a student is performing ● Varying sets of reading comprehension questions to answer ● Focus on accuracy ● Choice Boards/Tiered Assignments/Scaffolding 	<ul style="list-style-type: none"> ● Learning centers ● Use of flashcards ● One on one coaching with a student, designed around his/her specific challenges ● Mini lessons ● Small groups designed around student's strengths and weaknesses so that they can tutor each other ● Individualized remediation and enrichment materials ● Continually assess and adjust content to meet student's needs ● Extended time on activities/assessments ● Grade for content, not spelling ● Give directions through several channels: auditory, visual, kinesthetic, model ● Use adapted text/worksheets ● Give immediate feedback ● Vary grouping arrangements: small, large, individual ● Utilize peer buddy system in cooperative learning ● Vary presentation of lessons: demonstrate, verbal, 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> ● Breaking assignments into smaller tasks ● Giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries

Spanish I Novice

		<p>written, audio/visual learning aids</p> <ul style="list-style-type: none">● Use various techniques and materials to teach a lesson, based on students functioning level● Provide correctly completed examples● Provide frequent reviews of current concepts and information taught● Break assignments into smaller tasks● Use drill and repetition● Use of memory aids/mnemonic devices● Frequently check for understanding● Re-teach and review requisite skills before introducing a new skill or concept● Learning/Behavior Contracts● Web-based Learning<ul style="list-style-type: none">○ Rockalingua○ Duolingo● Alternate homework options (modify and limit questions)● Choice Boards/Tiered Assignments/Scaffolding● Use games and simulations● Use TPR (Total Physical Response)● Role playing, Dramatization, props for dialogs● Interactive writing	
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Spanish I Novice

Unit Title: Unit 3 - La Comida (Food)

Stage 1: Desired Results

Standards & Indicators: Novice Low

Interpretive Mode of Communication: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations:

- 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).

Interpersonal Mode of Communication: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Performance Expectations:

- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

Presentational Mode of Communication: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Expectations

- 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.

Spanish I Novice

Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes	
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)	In order for members of our society to participate productively, information needs to be shared accurately and ethically.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea/Enduring Understanding: <ul style="list-style-type: none"> ● Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. ● Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. ● Connections: Learners use the language to investigate, explain, and reflect on the 		Essential/Guiding Question: <ul style="list-style-type: none"> ● How are foods and meal times in Spanish speaking countries similar to and different from foods and meal times in the U.S? ● How do local products influence the traditional foods within a culture? ● What foods do we consider traditional in our community and how do they compare with traditional foods in other parts of the country and in Spanish-speaking cultures?

Spanish I Novice

<p>nature of language through comparisons of the language studied and their own.</p> <ul style="list-style-type: none"> ● Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence. ● Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	<ul style="list-style-type: none"> ● What practices are related to foods and meals and how do they provide insights into a culture?
<p>Content:</p> <ul style="list-style-type: none"> ● “La Comida” – Food Vocabulary <ul style="list-style-type: none"> ○ Comer (to eat) and Beber (to drink) ○ Describing Flavor and Tastes ○ Gustar – To Like/Dislike ● Food Culture of Spanish Speaking Countries <ul style="list-style-type: none"> ○ Mexico ○ Peru ○ Spain ● Films/Videos <ul style="list-style-type: none"> ○ Flamin’ Hot ○ Mark Wiens ○ Uncharted: Gordon Ramsey 	<p>Skills(Objectives): I Can...</p> <p>Interpretive</p> <ul style="list-style-type: none"> ● Identify names of foods and beverages. ● Identify food vocabulary through culture readings, meal planning and food pyramid activities. ● Identify typical breakfasts, lunches, and dinners in Spanish-speaking countries in short informational texts and videos. ● Watch authentic videos about traditional foods in Spanish speaking countries and identify ingredients. <p>Interpersonal</p> <ul style="list-style-type: none"> ● Ask and Answer simple questions with a partner about food and meal preferences. ● Discuss common and uncommon foods and customs in the United States and in Spanish speaking countries. ● Express likes and dislikes. <p>Presentational</p> <ul style="list-style-type: none"> ● Design a menu. ● Create my own food truck. ● Role-play a situation in a restaurant with my classmates using simple questions and answers. ● Prepare a poster or a digital presentation about authentic meals in a Spanish speaking country of my choice. ● Compose a song, in Spanish, about food likes and dislikes. <p>Intercultural Communication</p> <ul style="list-style-type: none"> ● identify traditional meals in Spanish-speaking countries ● In my own and other cultures, I can identify different traditional dishes and different ways to prepare foods.
<p>Interdisciplinary Connections:</p> <p>English</p> <ul style="list-style-type: none"> ○ Read texts, summarize, and infer the meaning of vocabulary. ○ Assign correct punctuation in a sentence. ○ Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement. 	

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	<ul style="list-style-type: none"> ○ Describe objects through the use of adjectives. ○ Expand vocabulary. ○ Compare/Contrast language. ○ Read/Respond to different types of literature.
Math	<ul style="list-style-type: none"> ○ Use numbers to describe one or more nouns. ○ Represent quantities.
Music/Art:	<ul style="list-style-type: none"> ○ Listen to/Interpret songs in the target language. ○ Design a menu. ○ Illustrate recipes. ○ Draw with various media.
History	<ul style="list-style-type: none"> ○ Learn about and Discuss the food culture of Spanish speaking countries. ○ Read and Discuss current events.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Quizzes</p> <ul style="list-style-type: none"> ● Food Vocabulary ● Food Culture Videos <p>Projects</p> <ul style="list-style-type: none"> ● Authentic Foods of Spanish Speaking Countries - Digital Presentation ● Food Truck Menu Project ● Gustar Song ● Food Plate Project 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Reading/Writing Activities <ul style="list-style-type: none"> ○ Authentic Texts ○ Interactive Notebook Activities ○ Dialogs ● Partner/Speaking/Collaborative Activities ● Grammar/Vocabulary Games <ul style="list-style-type: none"> ○ Kahoot ○ Quizizz ○ Blooket ○ Gimkit ○ Boom Cards ● Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> ○ YouTube ○ EdPuzzle ● Class Discussions on Cultural Topics ● Digital Resources & Web Based Learning <ul style="list-style-type: none"> ○ EdPuzzle ○ Kahoot ○ Gimkit ○ Blooket ○ Rockalingua ○ Duolingo ○ Quizizz ○ Boom Cards ○ FlipGrid ○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps)
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● Project Based Learning <ul style="list-style-type: none"> ○ Authentic Foods of Spanish Speaking Countries - Digital Presentation ○ Food Truck Menu Project ○ Gustar Song 	<p><u>Resources:</u></p> <p>New Jersey World Language Standards</p> <p>New Jersey Career Readiness, Life Literacies, and Life Skills</p>
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Spanish I Novice

<ul style="list-style-type: none">o Food Plate Project● Partner/Group Activities/Learning Centers<ul style="list-style-type: none">o Dialogs & Role Playingo TPR (Total Physical Response)o Discussionso Turn & Talko Think-Pair-Shareo Jigsawo Socratic Speed Datingo Oral Reading● Grammar & Vocabulary Games/Simulations● Interactive Writing/Journaling● Open-Ended/Targeted Questioning/Cold Call● Guided Notes● Tiered Assignments/Choice Boards● Culture/Grammar/Vocabulary Videos● Web Based Learning<ul style="list-style-type: none">o Kahoot, Gimkit, Blooket, Quizizzo EdPuzzleo Duolingoo Rockalinguao Google (Classroom, Docs, Slides, Forms, Drawings, Maps)o Quizleto Boom Cards● Do-Now & Closure Activities● Social/Emotional Learning<ul style="list-style-type: none">o Interactive Writing/Journalingo Polling/Check-inso Emotional Consistencyo Celebrate Diversityo Practice Mindfulnesso Discuss/Practice Empathyo Incorporate Arto Constructive Criticismo Daily Greetingso Promote a Growth Mindseto Behavior/Learning Contractso Provide Immediate Feedbacko Peer Instruction● Analogies/Mnemonic Devices● Modeling/Show & Tell Lessons● Interactive Notebook Activities/Maps● Choice Boards/Tiered Assignments/Scaffolding● Outlines/Graphic Organizers/Timelines/Rubrics● Formative & Summative Assessments● Comprehensible Input	<p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none">● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth● LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none">● Learning for Justice● GLSEN Educator Resources● Supporting LGBTQIA Youth Resource List● Respect Ability: Fighting Stigmas, Advancing Opportunities● NJDOE Diversity, Equity & Inclusion Educational Resources <p><u>Web Based Learning</u></p> <ul style="list-style-type: none"><input type="checkbox"/> www.duolingo.com<input type="checkbox"/> www.google.com<input type="checkbox"/> https://wow.boomlearning.com<input type="checkbox"/> www.edpuzzle.com<input type="checkbox"/> https://www.blooket.com/<input type="checkbox"/> www.quizlet.com<input type="checkbox"/> https://www.gimkit.com/<input type="checkbox"/> https://kahoot.com/<input type="checkbox"/> www.rockalingua.com
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Spanish I Novice

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ● Adjusted questioning techniques and higher order questions. ● Curriculum compacting (Pre-assessment and alternative assignments) ● Web-based Learning ● Independent Study ● Personalized course packet with individualized enrichment materials ● Open ended questions ● Varying sets of reading comprehension questions to answer ● Alternate homework options ● Focus on accuracy ● Choice Boards/Tiered Assignments/Scaffolding ● Assignments designed to meet the needs of native speakers 	<ul style="list-style-type: none"> ● Independent/ Small group work ● Learning centers ● Adjusted questioning techniques and higher order questions ● Curriculum compacting (Pre-assessment and alternative assignments) ● Web-based Learning ● Independent Study ● Personalized course packet with individualized enrichment materials ● Open ended questions ● Tiered assignments ● Adaptive assignments that get easier/harder depending on how a student is performing ● Varying sets of reading comprehension questions to answer ● Focus on accuracy ● Choice Boards/Tiered Assignments/Scaffolding 	<ul style="list-style-type: none"> ● Learning centers ● Use of flashcards ● One on one coaching with a student, designed around his/her specific challenges ● Mini lessons ● Small groups designed around student's strengths and weaknesses so that they can tutor each other ● Individualized remediation and enrichment materials ● Continually assess and adjust content to meet student's needs ● Extended time on activities/assessments ● Grade for content, not spelling ● Give directions through several channels: auditory, visual, kinesthetic, model ● Use adapted text/worksheets ● Give immediate feedback ● Vary grouping arrangements: small, large, individual ● Utilize peer buddy system in cooperative learning ● Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids ● Use various techniques and materials to teach a lesson, based on students functioning level 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> ● Breaking assignments into smaller tasks ● Giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries

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		<ul style="list-style-type: none"> ● Provide correctly completed examples ● Provide frequent reviews of current concepts and information taught ● Break assignments into smaller tasks ● Use drill and repetition ● Use of memory aids/mnemonic devices ● Frequently check for understanding ● Re-teach and review requisite skills before introducing a new skill or concept ● Learning/Behavior Contracts ● Web-based Learning <ul style="list-style-type: none"> ○ Rockalingua ○ Duolingo ● Alternate homework options (modify and limit questions) ● Choice Boards/Tiered Assignments/Scaffolding ● Use games and simulations ● Use TPR (Total Physical Response) ● Role playing, Dramatization, props for dialogs ● Interactive writing 	
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Unit Title: Unit 4 - La Familia, La Casa, y La Salud (Family, House, and Health)

Stage 1: Desired Results

Standards & Indicators: Novice Low

Interpretive Mode of Communication: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations:

Spanish I Novice

- 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).

Interpersonal Mode of Communication: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning

Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Performance Expectations:

- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

Presentational Mode of Communication: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Expectations

- 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.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes	

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9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)	In order for members of our society to participate productively, information needs to be shared accurately and ethically.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<p>Central Idea/Enduring Understanding:</p> <ul style="list-style-type: none"> ● Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. ● Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. ● Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. ● Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence. ● Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	<p>Essential/Guiding Question:</p> <ul style="list-style-type: none"> ● How do families and family relationships vary across cultures? ● How do people identify themselves in relation to other family members? ● How are family interactions and gatherings in my community similar or different from those in Spanish-speaking communities? ● How does culture influence the way we celebrate events with family and friends? ● What are the traditional celebrations and holidays in the Spanish-speaking world and how do they compare to those in our community and in the rest of my country? ● What products and practices are typical of family celebrations in my country and in Spanish-speaking cultures? ● How does culture, geography, and history influence the design and decor of homes in a community? ● What does a home reveal about its owner? ● How does our culture affect our attitudes towards a healthy lifestyle? ● How does our culture influence how we treat illness? ● How do practices related to healthcare in my community and country compare to those in Spanish-speaking countries?
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<p>Content:</p> <ul style="list-style-type: none"> ● La Familia (Family) ● Possessive Adjectives ● La Casa (House) ● Tener – to have ● El Cuerpo (Body) ● Health and Feelings ● Film: Encanto 	<p>Skills(Objectives): I Can...</p> <p>Interpretive</p> <ul style="list-style-type: none"> ● Identify different family members and their relationship to each other. ● Recognize information in a video about different members of a family. ● Identify parts of the house and household objects. ● Identify parts of the body. <p>Interpersonal</p> <ul style="list-style-type: none"> ● Ask and Answer simple questions about the relationship between members of a family. ● Introduce my family to a classmate. ● Describe health concerns/ailments through the phrase “Me duele _____.” <p>Presentational</p> <ul style="list-style-type: none"> ● Create a family tree with labels to show relationships. ● Write a composition describing my family. ● Give a description of rooms based on a picture. ● Create a “For-Sale” Flyer for a home. ● Illustrate and Describe my dream house. ● Describe household objects that I need, such as furniture and accessories. <p>Intercultural Communication</p> <ul style="list-style-type: none"> ● In my own and other cultures, Identify family members. ● discuss the role of padrinos and madrinas in today’s Hispanic family. ● Search the Internet and access information about modern architecture and house designs in Spanish-speaking countries.
<p>Interdisciplinary Connections:</p> <p>English</p> <ul style="list-style-type: none"> ○ Read texts, summarize, and infer the meaning of vocabulary. ○ Assign correct punctuation in a sentence. ○ Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement. ○ Describe objects through the use of adjectives. ○ Expand vocabulary. ○ Compare/Contrast language. ○ Read/Respond to different types of literature. <p>Math</p> <ul style="list-style-type: none"> ○ Use numbers to describe one or more nouns. ○ Represent quantities. <p>Music/Art:</p> <ul style="list-style-type: none"> ○ Listen to/Interpret songs in the target language. ○ Design a flyer. ○ Illustrate dream homes. ○ Draw with various media. <p>Science</p> <ul style="list-style-type: none"> ○ Express health concerns and feelings. 	

Spanish I Novice

History

- Discuss the similarities and differences between Hispanic and American family cultures.
- Interpret family trees.
- Read and Discuss current events.

Stage 2: Assessment Evidence

Performance Task(s):

Quizzes

- Family Vocabulary
- House Vocabulary
- Body Parts Vocabulary

Tests/Projects

- Family Tree
- Family Composition
- House Flyer
- “El Monstruo” Body Parts Project

Other Evidence:

- Reading/Writing Activities
 - Spanish 1 Novice “La Familia y La Casa” Packet
 - Interactive Notebook Activities
 - Dialogs
- Partner/Speaking/Collaborative Activities
- Grammar/Vocabulary Games
 - Kahoot
 - Blooket
 - Gimkit
 - Quizizz
 - Boom Cards
- Culture/Grammar/Vocabulary Songs & Videos
 - YouTube
 - EdPuzzle
- Class Discussions on Cultural Topics
- Digital Resources & Web Based Learning
 - EdPuzzle
 - Kahoot
 - Blooket
 - Gimkit
 - Rockalingua
 - Duolingo
 - Quizizz
 - Boom Cards
 - Google (Classroom, Docs, Slides, Forms, Drawings, Maps)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Project Based Learning
 - Family Tree
 - Family Composition
 - House Flyer
 - “El Monstruo” Body Parts Project
- Partner/Group Activities/Learning Centers
 - Dialogs & Role Playing
 - TPR (Total Physical Response)
 - Discussions
 - Turn & Talk
 - Think-Pair-Share
 - Jigsaw
 - Oral Reading
- Grammar & Vocabulary Games/Simulations
- Interactive Writing/Journaling
- Open-Ended/Targeted Questioning/Cold Call
- Guided Notes

Resources:

[New Jersey World Language Standards](#)

[New Jersey Career Readiness, Life Literacies, and Life Skills](#)

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

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<ul style="list-style-type: none"> ● Tiered Assignments/Choice Boards ● Culture/Grammar/Vocabulary Videos ● Web Based Learning <ul style="list-style-type: none"> ○ Kahoot, Blooket, Gimkit, Quizizz ○ EdPuzzle ○ Duolingo ○ Rockalingua ○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps) ○ Quizlet ○ Boom Cards ● Do-Now & Closure Activities ● Social/Emotional Learning <ul style="list-style-type: none"> ○ Interactive Writing/Journaling ○ Polling/Check-ins ○ Emotional Consistency ○ Celebrate Diversity ○ Practice Mindfulness ○ Discuss/Practice Empathy ○ Incorporate Art ○ Constructive Criticism ○ Daily Greetings ○ Promote a Growth Mindset ○ Behavior/Learning Contracts ○ Provide Immediate Feedback ○ Peer Instruction ● Analogies/Mnemonic Devices ● Modeling/Show & Tell Lessons ● Interactive Notebook Activities/Maps ● Choice Boards/Tiered Assignments/Scaffolding ● Outlines/Graphic Organizers/Timelines/Rubrics ● Formative & Summative Assessments ● Comprehensible Input 	<ul style="list-style-type: none"> ● NJDOE Diversity, Equity & Inclusion Educational Resources <p>Web Based Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> www.duolingo.com <input type="checkbox"/> www.google.com <input type="checkbox"/> https://wow.boomlearning.com <input type="checkbox"/> www.edpuzzle.com <input type="checkbox"/> https://www.blooket.com/ <input type="checkbox"/> www.quizlet.com <input type="checkbox"/> https://www.gimkit.com/ <input type="checkbox"/> https://kahoot.com/ <input type="checkbox"/> www.rockalingua.com
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ● Adjusted questioning techniques and higher order questions. ● Curriculum compacting (Pre-assessment and alternative assignments) ● Web-based Learning ● Independent Study ● Personalized course packet with individualized enrichment materials ● Open ended questions 	<ul style="list-style-type: none"> ● Independent/ Small group work ● Learning centers ● Adjusted questioning techniques and higher order questions ● Curriculum compacting (Pre-assessment and alternative assignments) ● Web-based Learning 	<ul style="list-style-type: none"> ● Learning centers ● Use of flashcards ● One on one coaching with a student, designed around his/her specific challenges ● Mini lessons ● Small groups designed around student's strengths and weaknesses so that they can tutor each other ● Individualized remediation and enrichment materials 	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> ● Breaking assignments into smaller tasks ● Giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing

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<ul style="list-style-type: none"> ● Varying sets of reading comprehension questions to answer ● Alternate homework options ● Focus on accuracy ● Choice Boards/Tiered Assignments/Scaffolding ● Assignments designed to meet the needs of native speakers 	<ul style="list-style-type: none"> ● Independent Study ● Personalized course packet with individualized enrichment materials ● Open ended questions ● Tiered assignments ● Adaptive assignments that get easier/harder depending on how a student is performing ● Varying sets of reading comprehension questions to answer ● Focus on accuracy ● Choice Boards/Tiered Assignments/Scaffolding 	<ul style="list-style-type: none"> ● Continually assess and adjust content to meet student's needs ● Extended time on activities/assessments ● Grade for content, not spelling ● Give directions through several channels: auditory, visual, kinesthetic, model ● Use adapted text/worksheets ● Give immediate feedback ● Vary grouping arrangements: small, large, individual ● Utilize peer buddy system in cooperative learning ● Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids ● Use various techniques and materials to teach a lesson, based on students functioning level ● Provide correctly completed examples ● Provide frequent reviews of current concepts and information taught ● Break assignments into smaller tasks ● Use drill and repetition ● Use of memory aids/mnemonic devices ● Frequently check for understanding ● Re-teach and review requisite skills before introducing a new skill or concept ● Learning/Behavior Contracts ● Web-based Learning <ul style="list-style-type: none"> ○ Rockalingua ○ Duolingo 	<p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries
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		<ul style="list-style-type: none"> ● Alternate homework options (modify and limit questions) ● Choice Boards/Tiered Assignments/Scaffolding ● Use games and simulations ● Use TPR (Total Physical Response) ● Role playing, Dramatization, props for dialogs ● Interactive writing
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Pacing Guide

Course Name: Spanish 1 Novice	Content/Resources	Standards
UNIT 1 : Greetings & Small Talk		
<p>Days: 35 Days</p> <p>Fall Semester:</p> <ul style="list-style-type: none"> ● September ● October <p>Spring Semester:</p> <ul style="list-style-type: none"> ● February ● March 	<p>Sections:</p> <ul style="list-style-type: none"> ● Greetings, Farewells, & Small Talk <ul style="list-style-type: none"> ○ Topics correspond with Descubre 1: Chapter 1 ● Spanish Speaking Countries <ul style="list-style-type: none"> ○ Topics correspond with Descubre 1: Chapter 1 ● Describing The Day <ul style="list-style-type: none"> ○ Topics correspond with Descubre 1: Chapter 5 <p>Resources:</p> <p>Reading/Writing Activities</p> <ul style="list-style-type: none"> ○ Packets/Worksheets ○ Interactive Notebook Activities ○ Dialogs <ul style="list-style-type: none"> ● Partner/Speaking/Collaborative Activities ● Grammar/Vocabulary Games <ul style="list-style-type: none"> ○ Kahoot ○ Quizizz ○ Blooket ○ Gimkit ○ Rockalingua ○ Boom Cards ● Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> ○ YouTube ○ EdPuzzle ○ Rockalingua ● Class Discussions on Cultural Topics 	<p>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.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>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</p> <p>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.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar</p>

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	<ul style="list-style-type: none"> ● Digital Resources & Web Based Learning <ul style="list-style-type: none"> ○ EdPuzzle ○ Kahoot ○ Gimkit ○ Blooket ○ Rockalingua ○ Duolingo ○ Quizizz ○ Boom Cards ○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps) <p>Content: Greetings, Farewells, & Small Talk (15 Days)</p> <ul style="list-style-type: none"> ● Cognates (5 Days) ● Spanish Alphabet (2 Days) ● Greetings and Farewells (2 Days) ● Formal vs. Informal (2 Days) ● Expressing Courtesy (1 Day) ● La Quinceañera (2 Days) ● Punctuation (1 Day) <p>Spanish speaking Countries and Capitals (5 Days)</p> <p>Hispanic Heritage Month/Black History Month (5 Days)</p> <p>Describing The Day (10 Days)</p> <ul style="list-style-type: none"> ● Numbers 1-100 ● Telling Time ● Weather ● Days, Months, Seasons ● Numbers past 100 ● Writing the Date <p>Films:</p> <ul style="list-style-type: none"> ● Ferdinand ● Pachamama ● Vivo ● Wish 	<p>topics using memorized words and phrases that have been repeatedly practiced.</p> <p>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.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>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.</p> <p>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.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>
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UNIT 2: La Clase (The Classroom)

<p>Days: 20 Days</p> <p>Fall Semester:</p> <ul style="list-style-type: none"> ● October ● November 	<p>Sections:</p> <ul style="list-style-type: none"> ● La Clase (The Classroom) <ul style="list-style-type: none"> ○ Corresponds with lessons from Descubre 1: Chapters 2 & 4 ● Constructing a Basic Sentence. 	<p>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</p>
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<p>Spring Semester:</p> <ul style="list-style-type: none"> ● March ● April 	<ul style="list-style-type: none"> ○ Corresponds with lessons from Descubre 1: Chapter 1 ● El Día de los Muertos (Day of the Dead)/Las Pascuas (Easter) <p>Resources:</p> <p>Reading/Writing Activities</p> <ul style="list-style-type: none"> ○ Spanish 1 Novice “La Clase” Packet ○ Interactive Notebook Activities ○ Dialogs <ul style="list-style-type: none"> ● Partner/Speaking/Collaborative Activities ● Grammar/Vocabulary Games <ul style="list-style-type: none"> ○ Kahoot ○ Quizizz ○ Blooket ○ Gimkit ○ Rockalingua ○ Boom Cards ● Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> ○ YouTube ○ EdPuzzle ○ Rockalingua ● Class Discussions on Cultural Topics ● Digital Resources & Web Based Learning <ul style="list-style-type: none"> ○ EdPuzzle ○ Kahoot ○ Blooket ○ Gimkit ○ Rockalingua ○ Duolingo ○ Quizizz ○ Boom Cards ○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps) <p>Content:</p> <ul style="list-style-type: none"> ● “La Clase” (The Classroom) (5 Days) <ul style="list-style-type: none"> ○ Classroom Objects ○ Class Schedules ○ Sports ○ Schools in Spanish speaking countries ● Nouns in Spanish (3 Days) <ul style="list-style-type: none"> ○ Gender/Number ○ Definite & Indefinite Articles ● Pronouns (2 Days) ● The verb SER (to be) (3 Days) 	<p>bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>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.</p> <p>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.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>
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Spanish I Novice

	<ul style="list-style-type: none"> ○ Subject/Verb Agreement ○ Forming sentences in Spanish ● Using Adjectives to Describe (3 Days) <ul style="list-style-type: none"> ○ Noun/Adjective Agreement ○ Colors ○ Personality Traits and Physical Appearance ● El Día de los Muertos (Day of the Dead)/Las Pascuas (Easter) (4 Days) ● Films/Video Series <ul style="list-style-type: none"> ○ Book of Life/Coco ○ Spare Parts ○ McFarland USA ○ O11CE ○ Most Dangerous Ways To School 	
UNIT 3 : La Comida (Food)		
<p>Days: 20 Days</p> <p>Fall Semester:</p> <ul style="list-style-type: none"> ● December <p>Spring Semester:</p> <ul style="list-style-type: none"> ● May 	<p>Sections:</p> <ul style="list-style-type: none"> ● La Comida (Food) <ul style="list-style-type: none"> ○ Corresponds with Descubre 1: Chapters 2 & 8 <p>Resources:</p> <p>Reading/Writing Activities</p> <ul style="list-style-type: none"> ○ Spanish 1 Novice “La Comida” Packet ○ Interactive Notebook Activities ○ Dialogs <ul style="list-style-type: none"> ● Partner/Speaking/Collaborative Activities ● Grammar/Vocabulary Games <ul style="list-style-type: none"> ○ Kahoot ○ Quizizz ○ Blooket ○ Gimkit ○ Boom Cards ○ Rockalingua ● Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> ○ YouTube ○ EdPuzzle ○ Rockalingua ● Class Discussions on Cultural Topics ● Digital Resources & Web Based Learning <ul style="list-style-type: none"> ○ EdPuzzle 	<p>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.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>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.</p> <p>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.</p>

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	<ul style="list-style-type: none"> ○ Kahoot ○ Rockalingua ○ Duolingo ○ Quizizz ○ Blooket ○ Gimkit ○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps) ○ Boom Cards <p>Content:</p> <ul style="list-style-type: none"> ● “La Comida” – Food Vocabulary (10 Days) <ul style="list-style-type: none"> ○ Comer (to eat) and Beber (to drink) ○ Describing Flavor and Tastes ○ Gustar – To Like/Dislike ● Food Culture of Spanish Speaking Countries (10 Days) <ul style="list-style-type: none"> ○ Mexico ○ Peru ○ Spain ● Films/Videos <ul style="list-style-type: none"> ○ Flamin’ Hot ○ Mark Wiens ○ Uncharted: Gordon Ramsey 	<p>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.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures.</p> <p>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.</p> <p>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.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>
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UNIT 4 : La Familia, La Casa, La Salud (Family, House, & Health)

<p>Days: 15 Days</p> <p>Fall Semester:</p> <ul style="list-style-type: none"> ● January <p>Spring Semester:</p> <ul style="list-style-type: none"> ● June 	<p>Sections:</p> <ul style="list-style-type: none"> ● La Familia, La Casa, La Salud (Family, House, & Health) <ul style="list-style-type: none"> ○ Corresponds with Descubre 1: Chapter 3 <p>Resources:</p> <p>Reading/Writing Activities</p> <ul style="list-style-type: none"> ○ Spanish 1 Novice “La Familia y La Casa” Packet ○ Interactive Notebook Activities ○ Dialogs <ul style="list-style-type: none"> ● Partner/Speaking/Collaborative Activities ● Grammar/Vocabulary Games <ul style="list-style-type: none"> ○ Kahoot 	<p>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.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p>
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	<ul style="list-style-type: none"> ○ Quizizz ○ Rockalingua ○ Gimkit ○ BlooKet ○ Boom Cards ● Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> ○ YouTube ○ EdPuzzle ○ Rockalingua ● Class Discussions on Cultural Topics ● Digital Resources & Web Based Learning <ul style="list-style-type: none"> ○ EdPuzzle ○ Kahoot ○ BlooKet ○ Gimkit ○ Rockalingua ○ Duolingo ○ Quizizz ○ Boom Cards ○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps) <p>Content:</p> <ul style="list-style-type: none"> ● La Familia – The Family (5 Days) <ul style="list-style-type: none"> ○ Family Members & Relationships ○ Family Trees ○ Possessive Adjectives ● La Casa - The House (5 Days) <ul style="list-style-type: none"> ○ Parts of a House ○ Tener – to have ● El Cuerpo – The Body (5 Days) <ul style="list-style-type: none"> ○ Body Parts ○ Health and Feelings ● Film - Encanto 	<p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>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.</p> <p>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.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>
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