

# Spanish I

**Unit Title:** Lección 1 – Hola, ¿Qué tal?

## Stage 1: Desired Results

**Standards & Indicators:** Novice Mid

**Interpretive Mode of Communication:** Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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

Performance Expectations

- 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.

**Interpersonal Mode of Communication:** Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information

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

Performance Expectations

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

**Presentational Mode of Communication:** Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

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

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<b>Performance Expectations</b> <ul style="list-style-type: none"> <li>● 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>● 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>● 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>● 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>● 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> </ul>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
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.
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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., NJSLA.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., NJSLA.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.

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<p><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● <b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>● <b>Cultures:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>● <b>Connections:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>● <b>Communities:</b> 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.</li> </ul>	<p><b>Essential/Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>● What elements make up daily social interactions?</li> <li>● What elements of culture do people bring with them when they move from their country of origin to another?</li> <li>● Why is Spanish spoken so widely in the U.S.?</li> <li>● How do greetings and personal space vary across cultures?</li> <li>● In what ways does culture influence the way we interact with one another?</li> <li>● What influence do Spanish speakers have in the U.S. and Canada?</li> </ul>
<p><b>Content:</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Cognates</li> <li>● Greetings &amp; Farewells</li> <li>● Identifying Yourself with Others</li> <li>● Courtesy Expressions</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Gender/Number of Nouns (1.1)</li> <li>● Definite &amp; Indefinite Articles (1.1)</li> <li>● Numbers 0-30 (1.2)</li> <li>● Pronouns (1.3)</li> <li>● Present Tense of Ser (1.3)</li> <li>● Telling Time (1.4)</li> </ul> <p>Pronunciation</p> <ul style="list-style-type: none"> <li>● Spanish Alphabet</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>● Importance of being bilingual</li> <li>● Greetings in Spanish Speaking Countries</li> <li>● La Plaza Principal</li> <li>● Hispanic Influence in U.S. &amp; Canada</li> <li>● Plaza de Mayo – Buenos Aires, Argentina</li> <li>● Hispanic Heritage Month (9/15-10/15)</li> <li>● Afro-Latino influence and contributions to the United States (Black History Month)</li> </ul>	<p><b>Skills (Objectives): I Can...</b></p> <p>Interpretive</p> <ul style="list-style-type: none"> <li>● Identify greetings and goodbyes by recognizing memorized words and phrases.</li> <li>● Differentiate between familiar and formal greetings in conversations.</li> <li>● Recognize simple phrases in a video about people meeting and greeting each other.</li> <li>● Read, Summarize, &amp; Discuss cultural articles and topics. Recognize variations on ways to greet someone and say goodbye in Spanish speaking countries.</li> <li>● Understand simple descriptions of classmates and classroom objects.</li> <li>● Recognize familiar words in a simple advertisement.</li> <li>● Understand a simple audio recording about times of classes.</li> <li>● Infer the meaning of unknown words in a simple text using cognates, and words and phrases I already know.</li> <li>● Understand familiar words in a short recorded conversation.</li> <li>● Recognize basic information in a video about the role of plazas in the daily life of a community.</li> <li>● Identify basic facts about geography and Spanish-speaking culture in the United States and Canada by reading short informational texts with visuals.</li> </ul>

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- Understand videos about Spanish-speaking populations in the United States and Canada using familiar words, cognates, and authentic visuals.
- Identify the gender of a noun and assign the correct definite or indefinite articles.

## Interpersonal

- Communicate in spontaneous conversations using a variety of memorized greetings and goodbyes.
- Introduce myself to someone new using learned phrases.
- Discuss the cultural contributions of Hispanics in the United States.
- Greet and say goodbye to close friends and people I have just met.
- Ask and Answer simple questions about how many there are of something.
- Ask and Answer questions about the time of day.

## Presentational

- Introduce myself with simple phrases and statements.
- Research a famous Hispanic and their contribution(s) to society. Create a Google Slides presentation or poster and Present to the class.
- Name familiar objects and people.
- Create a contact list in Spanish with names, phone numbers, and email addresses.
- Design and ad using another Spanish-language ad as an example.

## Intercultural Communication

- In my own and other cultures,
  - Identify typical behaviors related to greetings and goodbyes.
  - Identify cultural differences in social introductions.
  - Identify different ways to greet friends and new acquaintances
  - Identify popular meeting places in a community and explain their importance in everyday life.
  - Identify details of daily life used cross-culturally in ads.
  - Identify cultural practices related to formal and informal address, gestures, and behaviors when people meet.
  - Identify some iconic cultural products and practices of Spanish speakers in the United States and Canada relative to everyday life, such as food, traditions, and community events.

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- Interact at a survival level to greet and say goodbye to Spanish speakers using culturally appropriate behaviors and gestures.
- Interact with a new teacher by asking and answering simple questions about school and classes.

## Interdisciplinary Connections:

### English

- Connections evident in every chapter:
  - i. Assign correct punctuation in a sentence.
  - ii. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
  - iii. Expand vocabulary.
  - iv. Compare/Contrast language.
  - v. Read/Respond to different types of literature.
  - vi. Ask and answer questions.
  - vii. Read, Summarize, & Discuss cultural articles and topics.
- Reading Comprehension
  - i. Identify cognates in a text and use them to infer the main idea.
  - ii. Read texts, summarize, and infer the meaning of vocabulary.
  - iii. Recognize prefixes and suffixes to identify cognates.
- Complete writing assignments based on chapter themes.
- Chapter Grammar/Vocabulary Topics
  - i. Introduce myself and others.
  - ii. Participate in basic conversations with people I just met.
  - iii. Compare and Contrast the Spanish and English alphabets.
  - iv. Say and Write the names of the Spanish letters.
  - v. Spell basic words in Spanish.
  - vi. Name objects and people and pair them with correct articles (definite/Indefinite).
  - vii. Make nouns plural.
  - viii. Discuss the role gender plays in nouns, and the use of non-binary pronouns.

### Math

- Say and Write the numbers 0-30.
- Solve basic math problems using the number 0-30.
- Complete number sequences.
- Ask and Tell time.
- Express age.
- Count.
- Represent quantities.

### Art/Music

- Listen to/Interpret songs.
- Draw with various media.
- View videos, ads, commercials, TV programs, and interviews
  - i. Fotonovela video series
  - ii. Prepare my own commercial.
- Create a digital biography of a famous Hispanic.

### History

- Learn about Hispanic Heritage Month.
- Research a famous Hispanic and their contribution to society.
- Learn about/Discuss the Hispanic influence in the United States and Canada.
- Learn about Spanish speaking countries.

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- Identify Spanish speaking countries on a map of Central America, South America, Europe and Africa.
- Read and Discuss current events.
- Read, Summarize, & Discuss cultural articles and topics.
  - i. Describe the identity and role of the Plaza Mayor in Buenos Aires.
  - ii. Explain the cultural roles of plazas in Argentina.
  - iii. Identify and discuss the cultural practices of greetings in the Spanish-speaking world.
  - iv. Talk about Hispanics in the United States and Canada and their cultural contributions to both countries.
  - v. Research a famous Hispanic and their contribution(s) to society.

## Stage 2: Assessment Evidence

### Performance Task(s):

#### Quizzes

- “Contextos” Vocabulary
- Nouns & Articles (1.1)
- Numbers 0-30 (1.2)
- Pronouns and Ser (1.3)
- Telling Time (1.4)

#### Tests

- Lección 1 – Hola, ¿Qué tal?

#### Projects

- Hispanic Heritage Month/Black History Month (Afro-Latino)
- Spanish Speaking Country Research Project
- “Greetings & Small Talk” Dialog

### Other Evidence:

- Vocabulary/Grammar Presentations & Tutorials
  - Descubre 1 Online Textbook
  - EdPuzzle
  - Google Slides Presentations
  - Guided Notes
- Reading/Writing Activities
  - Descubre 1 Online Textbook Assignments
  - Interactive Notebook Activities
  - Dialogs
- Listening Activities
  - Descubre 1 Online Textbook
  - In-Class Listening Activities
- Partner/Speaking/Collaborative Activities
- Grammar/Vocabulary Games
  - Kahoot
  - Quizizz
  - Blooket
  - Gimkit
  - Boom Cards
  - Minuto Loco
  - Dibujo Misterioso
- Culture/Grammar/Vocabulary Songs & Videos
  - YouTube
  - EdPuzzle
  - Descubre 1 Online Textbook
    - Fotonovela
    - En Pantalla
    - Flash Cultura
    - Panorama Cultural Interactive Map
- Class Discussions on Cultural Topics
- Digital Resources & Web Based Learning
  - Descubre 1 Online Textbook
  - EdPuzzle
  - Kahoot
  - Duolingo
  - Quizizz
  - Boom Cards
  - Google (Classroom, Docs, Slides, Forms, Drawings, Maps)

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## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

- Project Based Learning
- Partner/Group Activities/Learning Centers
  - Dialogs & Role Playing
  - Discussions
  - Turn & Talk
  - Think-Pair-Share
  - Jigsaw
  - Socrative Speed Dating
  - Oral Reading
- Grammar & Vocabulary Games
  - Bingo/Minuto Loco/Dibujo Misterioso
  - Kahoot, Quizizz, Blooket, Gimkit, Quizlet
- Open-Ended/Targeted Questioning/Cold Call
- Guided Notes
- Culture/Grammar/Vocabulary Videos
- Web Based Learning
  - Kahoot, Quizizz, Gimkit, Blooket
  - EdPuzzle
  - Duolingo
  - 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
- Outlines/Graphic Organizers/Timelines/Rubrics
- Formative & Summative Assessments
- Comprehensible Input

### 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](http://www.duolingo.com)
- [www.google.com](http://www.google.com)
- <https://wow.boomlearning.com>
- [www.edpuzzle.com](http://www.edpuzzle.com)
- <https://www.blooket.com/>
- [www.quizlet.com](http://www.quizlet.com)
- <https://www.gimkit.com/>
- <https://kahoot.com/>
- [Descubre 1 Online Textbook](#)

**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.

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

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		<ul style="list-style-type: none"> <li>● Break assignments into smaller tasks</li> <li>● Use drill and repetition</li> <li>● Use of memory aids/mnemonic devices</li> <li>● Frequently check for understanding</li> <li>● Re-teach and review requisite skills before introducing a new skill or concept</li> <li>● Learning/Behavior Contracts</li> <li>● Web-based Learning             <ul style="list-style-type: none"> <li>○ Duolingo</li> </ul> </li> <li>● Alternate homework options (modify and limit questions)</li> <li>● Choice Boards/Tiered Assignments/Scaffolding</li> <li>● Use games and simulations</li> <li>● Use TPR (Total Physical Response)</li> <li>● Role playing, Dramatization, props for dialogs</li> <li>● Interactive writing</li> <li>● Provide visual aids</li> <li>● Repeated directions</li> <li>● Differentiate based on proficiency</li> <li>● Provide word banks</li> <li>● Allow for translators, dictionaries</li> </ul>	
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**Unit Title:** Lección 2 - En la Clase

## Stage 1: Desired Results

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- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

**Interpersonal Mode of Communication:** Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information

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- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

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9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
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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.
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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.
<p><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● <b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>● <b>Cultures:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>● <b>Connections:</b> Learners use the language to investigate, explain, and reflect on the</li> </ul>		<p><b>Essential/Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>● What is a typical school day for students in Spanish-speaking countries?</li> <li>● How does the school experience for students in Spanish-speaking countries compare to/differ from the different experiences of students in my school and schools in the United States?</li> <li>● How do everyday activities vary between different cultures?</li> </ul>

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<p>nature of language through comparisons of the language studied and their own.</p> <ul style="list-style-type: none"> <li>● <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>● <b>Communities:</b> 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.</li> </ul>	
<p><b>Content:</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● The Classroom &amp; School Life</li> <li>● Fields of Study &amp; School Subjects</li> <li>● Days of the Week</li> <li>● Class Schedules</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Present Tense of “AR” Ending Verbs (2.1)</li> <li>● Forming Questions in Spanish (2.2)</li> <li>● Present Tense of Estar (2.3)</li> <li>● Numbers 31 &amp; Higher (2.4)</li> </ul> <p>Pronunciation</p> <ul style="list-style-type: none"> <li>● Spanish Vowels</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>● Secondary Schools in Spanish Speaking Countries</li> <li>● Spain</li> <li>● “El Dia de los Muertos” (Fall Semester)</li> <li>● Las Pascuas (Spring Semester)</li> </ul>	<p><b>Skills (Objectives): I Can...</b></p> <p>Interpretive</p> <ul style="list-style-type: none"> <li>● Recognize terms for classroom objects in a list of related words.</li> <li>● Recognize words for classes and days of the week in a description of a typical school week.</li> <li>● Identify basic information about high schools in Mexico.</li> <li>● Recognize basic details in a video about student life in Mexico City.</li> <li>● Recognize information in a video about school life and classes.</li> <li>● Read, Summarize, &amp; Discuss cultural articles and topics.</li> <li>● Read and Understand key details in an ad for a school in Spain.</li> <li>● Recognize familiar words in a short conversation about classes and teachers.</li> <li>● Understand familiar words in an authentic video.</li> <li>● Identify basic facts about Spain’s geography and culture by reading short informational texts with visuals.</li> </ul> <p>Interpersonal</p> <ul style="list-style-type: none"> <li>● Greet a new student and get to know him/her by asking and answering questions about classes and schedules.</li> <li>● Ask and Answer simple questions about school and classes with a classmate.</li> <li>● Discuss education in my own and other cultures.</li> <li>● Ask and Answer simple questions about my daily activities and my activity preferences.</li> <li>● Ask and Answer questions about the times and duration of my daily activities.</li> <li>● Ask for and Provide phone numbers, times, and quantities.</li> <li>● Identify practices related to important dates in a school year.</li> <li>● Describe important dates in my school’s yearly calendar and Compare them to those in a Spanish-speaking culture.</li> <li>● Interview other students about their school and classes.</li> </ul>

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	<p>Presentational</p> <ul style="list-style-type: none"><li>● Present information about my school day in simple sentences.</li><li>● Write a short paragraph about my favorite class.</li><li>● Write simple descriptions about school life in my community.</li><li>● Explain where objects are located.</li><li>● Provide information about my school day, including rooms and times.</li><li>● Create an “Ofrenda” and “Calavera” for El Dia de los Muertos.</li><li>● Write a short description of myself for an online profile.</li></ul> <p>Intercultural Communication</p> <ul style="list-style-type: none"><li>● Interact at the survival level to exchange basic information with a new student about my school, classmates, and classes.</li><li>● Interact at the survival level to answer questions about my location and the times of my school activities.</li><li>● Identify different practices related to programs of study for high school students.</li><li>● Identify practices related to school dress codes and uniforms.</li><li>● Compare everyday activities in student life.</li><li>● Identify some iconic cultural products of Spain related to everyday life, such as food, dance, art, and language diversity.</li></ul>
<p><b><u>Interdisciplinary Connections:</u></b></p> <p>English</p> <ul style="list-style-type: none"><li>○ Connections evident in every chapter:<ol style="list-style-type: none"><li>i. Assign correct punctuation in a sentence.</li><li>ii. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.</li><li>iii. Communicate in the present tense.</li><li>iv. Expand vocabulary.</li><li>v. Make Introductions.</li><li>vi. Compare/Contrast language.</li><li>vii. Read/Respond to different types of literature.</li><li>viii. Ask and answer questions.</li><li>ix. Read, Summarize, &amp; Discuss cultural articles and topics.</li></ol></li><li>○ Reading Comprehension<ol style="list-style-type: none"><li>i. Predict the content of a text from its format.</li><li>ii. Identify basic information in a brochure.</li><li>iii. Identify cognates in a text and use them to infer the main idea.</li><li>iv. Read texts, summarize, and infer the meaning of vocabulary.</li><li>v. Recognize familiar vocabulary words and cognates when I hear them in sentences.</li></ol></li><li>○ Complete writing assignments based on chapter themes.<ol style="list-style-type: none"><li>i. Talk about some biographical details about Octavio Paz.</li><li>ii. Brainstorm ideas to organize my writing.</li><li>iii. Write a description of myself, using chapter vocabulary and structures</li></ol></li><li>○ Chapter Grammar/Vocabulary Topics<ol style="list-style-type: none"><li>i. Make negative sentences.</li><li>ii. Express likes and dislikes.</li></ol></li></ul>	

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	<ul style="list-style-type: none"> <li>iii. Ask and Answer questions.</li> <li>iv. Use intonation to differentiate between questions and statements.</li> <li>v. Produce and Respond to questions formed by adding a tag word.</li> <li>vi. Say where people or objects are located using prepositions.</li> </ul>
Math	<ul style="list-style-type: none"> <li>○ Solve basic math problems.</li> <li>○ Complete number sequences.</li> <li>○ Tell time.</li> <li>○ Express age.</li> <li>○ Count.</li> <li>○ Represent quantities.</li> </ul>
Art/Music	<ul style="list-style-type: none"> <li>○ Design an “Ofrenda” for the Day of the Dead.</li> <li>○ Create a “Calavera” for the Day of the Dead. Listen to/Interpret songs.</li> <li>○ Draw with various media.</li> <li>○ Illustrate the meanings of verbs.</li> <li>○ Listen to/Interpret songs.</li> <li>○ View videos, ads, commercials, TV programs, and interviews <ul style="list-style-type: none"> <li>i. Fotonovela video series</li> <li>ii. Explain the message of a commercial prepared for Spanish speakers</li> </ul> </li> </ul>
Science	<ul style="list-style-type: none"> <li>○ Describe the weather. <ul style="list-style-type: none"> <li>i. Describe the seasons in the southern hemisphere.</li> </ul> </li> <li>○ Express feelings.</li> </ul>
History	<ul style="list-style-type: none"> <li>○ Learn about and Discuss the history, and current cultural practices, of the Day of the Dead.</li> <li>○ Learn about Spanish speaking countries. <ul style="list-style-type: none"> <li>i. Talk about the geography and some cultural highlights of Spain.</li> </ul> </li> <li>○ Read and Discuss current events.</li> <li>○ Read, Summarize, &amp; Discuss cultural articles and topics. <ul style="list-style-type: none"> <li>i. Identify and Discuss some details about the Universidad Nacional Autonoma de Mexico (UNAM).</li> <li>ii. Compare/Contrast how Mexican high-school programs of study are organized with those in my school.</li> <li>iii. Compare/Contrast the requirements for Mexican high school degrees with those of my school.</li> <li>iv. Exchange information with others about Latin american schools.</li> </ul> </li> </ul>

## Stage 2: Assessment Evidence

<u>Performance Task(s):</u>	<u>Other Evidence:</u>
<b>Quizzes</b> <ul style="list-style-type: none"> <li>● “Contextos” Vocabulary</li> <li>● Present Tense of “AR” Ending Verbs (2.1)</li> <li>● Forming Questions in Spanish (2.2)</li> <li>● Present Tense of Estar (2.3)</li> <li>● Numbers 31 &amp; Higher (2.4)</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary/Grammar Presentations &amp; Tutorials <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Google Slides Presentations</li> </ul> </li> <li>● Reading/Writing Activities <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook Assignments</li> <li>○ Interactive Notebook Activities</li> <li>○ Dialogs</li> </ul> </li> <li>● Listening Activities <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ In-Class Listening Activities</li> </ul> </li> <li>● Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook Assignments</li> </ul> </li> <li>● Grammar/Vocabulary Games</li> </ul>
<b>Tests</b> <ul style="list-style-type: none"> <li>● Lección 2 – En la Clase</li> </ul>	
<b>Projects</b> <ul style="list-style-type: none"> <li>● “Calavera” &amp; “Ofrenda” for “El Día de los Muertos.”</li> <li>● “AR” Verbs Illustrations</li> </ul>	

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<ul style="list-style-type: none"> <li>● Gustar</li> </ul>	<ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ Bloocket</li> <li>○ Gimkit</li> <li>○ Boom Cards</li> <li>○ Bingo/Minuto Loco/Dibujo Misterioso</li> <li>● Culture/Grammar/Vocabulary Songs &amp; Videos             <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> <li>○ Descubre 1 Online Textbook                 <ul style="list-style-type: none"> <li>■ Fotonovela</li> <li>■ En Pantalla</li> <li>■ Flash Cultura</li> <li>■ Panorama Cultural Interactive Map</li> </ul> </li> </ul> </li> <li>● Class Discussions on Cultural Topics</li> <li>● Digital Resources &amp; Web Based Learning             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Kahoot</li> <li>○ Duolingo</li> <li>○ Quizizz</li> <li>○ Gimkit</li> <li>○ Bloocket</li> <li>○ Boom Cards</li> <li>○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps)</li> </ul> </li> </ul>
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## Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Project Based Learning</li> <li>● Partner/Group Activities/Learning Centers             <ul style="list-style-type: none"> <li>○ Dialogs &amp; Role Playing</li> <li>○ Discussions</li> <li>○ Turn &amp; Talk</li> <li>○ Think-Pair-Share</li> <li>○ Jigsaw</li> <li>○ Socrative Speed Dating</li> <li>○ Oral Reading</li> </ul> </li> <li>● Grammar &amp; Vocabulary Games/Simulations             <ul style="list-style-type: none"> <li>○ Bingo/Minuto Loco/Dibujo Misterioso</li> </ul> </li> <li>● Open-Ended/Targeted Questioning/Cold Call</li> <li>● Guided Notes</li> <li>● Culture/Grammar/Vocabulary Videos</li> <li>● Web Based Learning             <ul style="list-style-type: none"> <li>○ Kahoot, Quizizz, Bloocket, Gimkit</li> <li>○ EdPuzzle</li> <li>○ Duolingo</li> <li>○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps)</li> <li>○ Quizlet</li> <li>○ Boom Cards</li> </ul> </li> <li>● Do-Now &amp; Closure Activities</li> <li>● Social/Emotional Learning</li> </ul>	<p><b><u>Resources:</u></b></p> <p><a href="#">New Jersey World Language Standards</a></p> <p><a href="#">New Jersey Career Readiness, Life Literacies, and Life Skills</a></p> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul> <p><b><u>Web Based Learning</u></b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.duolingo.com">www.duolingo.com</a></li> <li>● <a href="http://www.google.com">www.google.com</a></li> <li>● <a href="https://wow.boomlearning.com">https://wow.boomlearning.com</a></li> </ul>
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<ul style="list-style-type: none"> <li>o Interactive Writing/Journaling</li> <li>o Polling/Check-ins</li> <li>o Emotional Consistency</li> <li>o Celebrate Diversity</li> <li>o Practice Mindfulness</li> <li>o Discuss/Practice Empathy</li> <li>o Incorporate Art</li> <li>o Constructive Criticism</li> <li>o Daily Greetings</li> <li>o Promote a Growth Mindset</li> <li>o Behavior/Learning Contracts</li> <li>o Provide Immediate Feedback</li> <li>o Peer Instruction</li> <li>● Analogies/Mnemonic Devices</li> <li>● Modeling/Show &amp; Tell Lessons</li> <li>● Rubrics</li> <li>● Interactive Notebook Activities/Maps</li> <li>● Choice Boards/Tiered Assignments/Scaffolding</li> <li>● Outlines/Graphic Organizers/Timelines/Rubrics</li> <li>● Formative &amp; Summative Assessments</li> <li>● Comprehensible Input</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://www.edpuzzle.com">www.edpuzzle.com</a></li> <li>● <a href="https://www.blooket.com/">https://www.blooket.com/</a></li> <li>● <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>● <a href="https://www.gimkit.com/">https://www.gimkit.com/</a></li> <li>● <a href="https://kahoot.com/">https://kahoot.com/</a></li> <li>● <a href="#">Descubre 1 Online Textbook</a></li> </ul>
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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.

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"> <li>● Adjusted questioning techniques and higher order questions.</li> <li>● Curriculum compacting (Pre-assessment and alternative assignments)</li> <li>● Web-based Learning</li> <li>● Independent Study</li> <li>● Personalized course packet with individualized enrichment materials</li> <li>● Open ended questions</li> <li>● Varying sets of reading comprehension questions to answer</li> <li>● Alternate homework options</li> <li>● Focus on accuracy</li> <li>● Choice Boards/Tiered Assignments/Scaffolding</li> <li>● Assignments designed to meet the</li> </ul>	<ul style="list-style-type: none"> <li>● Independent/ Small group work</li> <li>● Learning centers</li> <li>● Adjusted questioning techniques and higher order questions</li> <li>● Curriculum compacting (Pre-assessment and alternative assignments)</li> <li>● Web-based Learning</li> <li>● Independent Study</li> <li>● Personalized course packet with individualized enrichment materials</li> <li>● Open ended questions</li> <li>● Adaptive assignments that get easier/harder</li> </ul>	<ul style="list-style-type: none"> <li>● Learning centers</li> <li>● Use of flashcards</li> <li>● One on one coaching with a student, designed around his/her specific challenges</li> <li>● Mini lessons</li> <li>● Small groups designed around student's strengths and weaknesses so that they can tutor each other</li> <li>● Individualized remediation and enrichment materials</li> <li>● Continually assess and adjust content to meet student's needs</li> <li>● Extended time on activities/assessments</li> <li>● Grade for content, not spelling</li> <li>● Give directions through several channels: auditory,</li> </ul>	<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: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>

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<p>needs of native speakers</p>	<p>depending on how a student is performing</p> <ul style="list-style-type: none"> <li>● Varying sets of reading comprehension questions to answer</li> <li>● Focus on accuracy</li> <li>● Choice Boards/Tiered Assignments/Scaffolding</li> </ul>	<p>visual, kinesthetic, model</p> <ul style="list-style-type: none"> <li>● Use adapted text/worksheets</li> <li>● Give immediate feedback</li> <li>● Vary grouping arrangements: small, large, individual</li> <li>● Utilize peer buddy system in cooperative learning</li> <li>● Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>● Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>● Provide correctly completed examples</li> <li>● Provide frequent reviews of current concepts and information taught</li> <li>● Break assignments into smaller tasks</li> <li>● Use drill and repetition</li> <li>● Use of memory aids/mnemonic devices</li> <li>● Frequently check for understanding</li> <li>● Re-teach and review requisite skills before introducing a new skill or concept</li> <li>● Learning/Behavior Contracts</li> <li>● Web-based Learning <ul style="list-style-type: none"> <li>○ Duolingo</li> </ul> </li> <li>● Alternate homework options (modify and limit questions)</li> <li>● Choice Boards/Tiered Assignments/Scaffolding</li> <li>● Use games and simulations</li> </ul>	
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		<ul style="list-style-type: none"><li>● Use TPR (Total Physical Response)</li><li>● Role playing, Dramatization, props for dialogs</li><li>● Interactive writing</li><li>● Provide visual aids</li><li>● Repeated directions</li><li>● Differentiate based on proficiency</li><li>● Provide word banks</li><li>● Allow for translators, dictionaries</li></ul>	
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**Unit Title:** Lección 3 – La Familia

## Stage 1: Desired Results

### **Standards & Indicators: Novice Mid**

**Interpretive Mode of Communication:** Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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

#### Performance Expectations

- 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.

**Interpersonal Mode of Communication:** Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information

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

#### Performance Expectations

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

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- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

**Presentational Mode of Communication:** Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

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

## Performance Expectations

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## 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	In order for members of our society to participate productively, information

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	climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5)	needs to be shared accurately and ethically.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.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.
<p><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● <b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>● <b>Cultures:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>● <b>Connections:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>● <b>Communities:</b> 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.</li> </ul>		<p><b>Essential/Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>● How do families and family relationships vary across cultures?</li> <li>● How do people identify themselves in relation to other family members?</li> <li>● How are family interactions and gatherings in my community similar or different from those in Spanish speaking communities?</li> </ul>
<p><b>Content:</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Family</li> <li>● Identifying People</li> <li>● Professions &amp; Occupations</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Descriptive Adjectives (3.1)</li> <li>● Possessive Adjectives (3.2)</li> <li>● Present Tense of “ER” &amp; “IR” Ending Verbs (3.3)</li> <li>● Present Tense of Tener &amp; Venir (3.4)</li> </ul> <p>Pronunciation</p> <ul style="list-style-type: none"> <li>● Diphthongs &amp; Linking</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>● Spanish Last Names</li> <li>● The Spanish Royal Family</li> <li>● Ecuador</li> </ul>		<p><b>Skills (Objectives): I Can...</b></p> <p>Interpretive</p> <ul style="list-style-type: none"> <li>● Identify different family members and their relationship to each other.</li> <li>● Recognize information in a video about different members of a family.</li> <li>● Identify a few family traditions in Spanish-speaking countries.</li> <li>● Understand simple details in a personal profile.</li> <li>● Infer the meaning of new words and phrases when in a familiar context.</li> <li>● Recognize descriptions of a person’s physical and personality traits in a short social conversation.</li> <li>● Understand references to family members in an authentic video.</li> <li>● Identify details and differences in the makeup of two families.</li> <li>● Identify basic facts about Ecuador’s geography and culture by reading short informational texts with visuals.</li> </ul>

# Spanish I

<ul style="list-style-type: none"><li>● Family Reunions</li></ul>	<ul style="list-style-type: none"><li>● Understand a video about the Galapagos Islands in Ecuador by focusing on familiar words, cognates, and authentic visuals.</li></ul> <p>Interpersonal</p> <ul style="list-style-type: none"><li>● Ask and Answer simple questions about the relationship between members of a family.</li><li>● Introduce my family to a classmate.</li><li>● Ask and Answer simple questions to describe people, places, and things, including their location.</li><li>● Ask and Answer questions about daily activities.</li><li>● Exchange an email with a peer.</li><li>● Discuss the use of diminutives in a Spanish-language ad.</li><li>● Read, Summarize, &amp; Discuss cultural articles and topics.</li></ul> <p>Presentational</p> <ul style="list-style-type: none"><li>● Illustrate meanings of verbs.</li><li>● Create a family tree with labels to show family relationships.</li><li>● Write simple sentences to describe a person's family, including their country of origin.</li><li>● Create a chart comparing families in Spanish-speaking countries and my community.</li><li>● Present simple descriptions of people, including their physical characteristics, personality, activities and nationality.</li><li>● Write my personal profile to post on social media.</li><li>● Describe my activities on a typical day.</li><li>● Create an ad modeled after a Spanish-language commercial.</li><li>● Create a poster for a public event to celebrate families.</li><li>● Express my preferences about what I would see and visit on a trip to Ecuador.</li></ul> <p>Intercultural Communication</p> <ul style="list-style-type: none"><li>● In my own and other cultures:<ul style="list-style-type: none"><li>○ Identify family members.</li><li>○ Identify differences in naming practices.</li><li>○ Identify and explain perspectives on family life.</li><li>○ Identify culturally unique uses of language to express feelings and attitudes about people and things.</li><li>○ Compare differences in family sizes and in members that form a family unit.</li><li>○ Identify aspects about different cities that interest me.</li></ul></li><li>● Discuss the role of “padrinos” and “madrinas” in today's Hispanic family.</li><li>● Interact at the survival level by answering questions from a native Spanish speaker to describe myself, my activities, and people and places in my daily life.</li></ul>
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# Spanish I

- Describe the members of my extended family to a peer.
- Correspond by email or letter with a Spanish speaker using culturally appropriate greetings and closings.
- Work with a classmate to create an ad that incorporates culturally appropriate expressions.
- Identify some iconic cultural products and places in Ecuador related to everyday life, such as physical activities, art, and cultural and language diversity.

## Interdisciplinary Connections:

### English

- Connections evident in every chapter:
  - i. Assign correct punctuation in a sentence.
  - ii. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
  - iii. Communicate in the present tense.
  - iv. Expand vocabulary.
  - v. Make Introductions.
  - vi. Compare/Contrast language.
  - vii. Read/Respond to different types of literature.
  - viii. Ask and answer questions.
  - ix. Read, Summarize, & Discuss cultural articles and topics.
- Reading Comprehension
  - i. Predict the meaning of words and phrases when used in an article on familiar topics.
- Complete writing assignments based on chapter themes.
  - i. Write a brief email about my family
- Chapter Grammar/Vocabulary Topics
  - i. Clearly pronounce diphthongs and linking sounds in Spanish.
  - ii. Express possession through the use of possessive adjectives.

### Math

- Tell time.
- Express age.
- Represent quantities.

### Art/Music

- Draw with various media.
- Illustrate the meanings of verbs.
- Listen to/Interpret songs.
- View videos, ads, commercials, TV programs, and interviews
  - i. Fotonovela video series
  - ii. Explain the reactions of a girl in a commercial.

### Science

- Express feelings.

### History

- Learn about Spanish speaking countries.
  - i. Talk about the geography and some cultural highlights of Ecuador.
- Read and Discuss current events.
- Read, Summarize, & Discuss cultural articles and topics.
  - i. Recognize the conventions of surnames in the Spanish-speaking world.
  - ii. Identify Spain's royal family.
  - iii. Recognize a few characteristics of dating in the Spanish-speaking world.
  - iv. Discuss some cultural practices of families in the Spanish-speaking world.
- Learn vocabulary about, and Express one's nationality.

# Spanish I

## Stage 2: Assessment Evidence

### Performance Task(s):

#### Quizzes

- “Contextos” Vocabulary
- Descriptive Adjectives (3.1)
- Possessive Adjectives (3.2)
- Present Tense of “ER” & “IR” Ending Verbs (3.3)
- Present Tense of Tener & Venir (3.4)

#### Tests

- Lección 3 – La Familia

#### Projects

- “ER/IR” Verb Illustration Project
- “Mi Familia” Picture Prompt Composition
- Family Tree

### Other Evidence:

- Vocabulary/Grammar Presentations & Tutorials
  - Descubre 1 Online Textbook
  - EdPuzzle
  - Google Slides Presentations
- Reading/Writing Activities
  - Descubre 1 Online Textbook Assignments
  - Interactive Notebook Activities
  - Dialogs
- Listening Activities
  - Descubre 1 Online Textbook
  - In-Class Listening Activities
- Partner/Speaking/Collaborative Activities
  - Descubre 1 Online Textbook Assignments
- Grammar/Vocabulary Games
  - Kahoot
  - Quizizz
  - Gimkit
  - Blooket
  - Boom Cards
  - Bingo/Minuto Loco/Dibujo Misterioso
- Culture/Grammar/Vocabulary Songs & Videos
  - YouTube
  - EdPuzzle
  - Descubre 1 Online Textbook
    - Fotonovela
    - En Pantalla
    - Flash Cultura
    - Panorama Cultural Interactive Map
- Class Discussions on Cultural Topics
- Digital Resources & Web Based Learning
  - Descubre 1 Online Textbook
  - EdPuzzle
  - Kahoot
  - Duolingo
  - Quizizz
  - Boom Cards
  - Gimkit
  - Blooket
  - Google (Classroom, Docs, Slides, Forms, Drawings, Maps)

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

- Project Based Learning
- Partner/Group Activities/Learning Centers
  - Dialogs & Role Playing
  - Discussions
  - Turn & Talk
  - Think-Pair-Share
  - Jigsaw
  - Socratic Speed Dating

### 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](#)

# Spanish I

<ul style="list-style-type: none"> <li>o Oral Reading</li> <li>● Grammar &amp; Vocabulary Games/Simulations             <ul style="list-style-type: none"> <li>o Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> </ul> </li> <li>● Open-Ended/Targeted Questioning/Cold Call</li> <li>● Guided Notes</li> <li>● Culture/Grammar/Vocabulary Videos</li> <li>● Peer Instruction</li> <li>● Web Based Learning             <ul style="list-style-type: none"> <li>o Kahoot, Quizizz, Blooket, Gimkit</li> <li>o EdPuzzle</li> <li>o Duolingo</li> <li>o Google (Classroom, Docs, Slides, Forms, Drawings, Maps)</li> <li>o Quizlet</li> <li>o Boom Cards</li> </ul> </li> <li>● Do-Now &amp; Closure Activities</li> <li>● Social/Emotional Learning             <ul style="list-style-type: none"> <li>o Interactive Writing/Journaling</li> <li>o Polling/Check-ins</li> <li>o Emotional Consistency</li> <li>o Celebrate Diversity</li> <li>o Practice Mindfulness</li> <li>o Discuss/Practice Empathy</li> <li>o Incorporate Art</li> <li>o Constructive Criticism</li> <li>o Daily Greetings</li> <li>o Promote a Growth Mindset</li> <li>o Behavior/Learning Contracts</li> <li>o Provide Immediate Feedback</li> </ul> </li> <li>● Analogies/Mnemonic Devices</li> <li>● Modeling/Show &amp; Tell Lessons</li> <li>● Rubrics</li> <li>● Interactive Notebook Activities/Maps</li> <li>● Choice Boards/Tiered Assignments/Scaffolding</li> <li>● Outlines/Graphic Organizers/Timelines/Rubrics</li> <li>● Formative &amp; Summative Assessments</li> <li>● Comprehensible Input</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul> <p><u>Web Based Learning</u></p> <ul style="list-style-type: none"> <li>● <a href="http://www.duolingo.com">www.duolingo.com</a></li> <li>● <a href="http://www.google.com">www.google.com</a></li> <li>● <a href="https://wow.boomlearning.com">https://wow.boomlearning.com</a></li> <li>● <a href="http://www.edpuzzle.com">www.edpuzzle.com</a></li> <li>● <a href="https://www.blooket.com/">https://www.blooket.com/</a></li> <li>● <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>● <a href="https://www.gimkit.com/">https://www.gimkit.com/</a></li> <li>● <a href="https://kahoot.com/">https://kahoot.com/</a></li> <li>● <a href="#">Descubre 1 Online Textbook</a></li> </ul>
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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"> <li>● Adjusted questioning techniques and higher order questions.</li> <li>● Curriculum compacting (Pre-assessment and alternative assignments)</li> <li>● Web-based Learning</li> <li>● Independent Study</li> </ul>	<ul style="list-style-type: none"> <li>● Independent/ Small group work</li> <li>● Learning centers</li> <li>● Adjusted questioning techniques and higher order questions</li> <li>● Curriculum compacting (Pre-assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Learning centers</li> <li>● Use of flashcards</li> <li>● One on one coaching with a student, designed around his/her specific challenges</li> <li>● Mini lessons</li> <li>● Small groups designed around</li> </ul>	<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: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p>

# Spanish I

<ul style="list-style-type: none"> <li>● Personalized course packet with individualized enrichment materials</li> <li>● Open ended questions</li> <li>● Varying sets of reading comprehension questions to answer</li> <li>● Alternate homework options</li> <li>● Focus on accuracy</li> <li>● Choice Boards/Tiered Assignments/Scaffolding</li> <li>● Assignments designed to meet the needs of native speakers</li> </ul>	<p style="text-align: center;">and alternative assignments)</p> <ul style="list-style-type: none"> <li>● Web-based Learning</li> <li>● Independent Study</li> <li>● Personalized course packet with individualized enrichment materials</li> <li>● Open ended questions</li> <li>● Adaptive assignments that get easier/harder depending on how a student is performing</li> <li>● Varying sets of reading comprehension questions to answer</li> <li>● Focus on accuracy</li> <li>● Choice Boards/Tiered Assignments/Scaffolding</li> </ul>	<p style="text-align: center;">student's strengths and weaknesses so that they can tutor each other</p> <ul style="list-style-type: none"> <li>● Individualized remediation and enrichment materials</li> <li>● Continually assess and adjust content to meet student's needs</li> <li>● Extended time on activities/assessments</li> <li>● Grade for content, not spelling</li> <li>● Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>● Use adapted text/worksheets</li> <li>● Give immediate feedback</li> <li>● Vary grouping arrangements: small, large, individual</li> <li>● Utilize peer buddy system in cooperative learning</li> <li>● Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>● Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>● Provide correctly completed examples</li> <li>● Provide frequent reviews of current</li> </ul>	<p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>
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# Spanish I

		<p>concepts and information taught</p> <ul style="list-style-type: none"><li>• Break assignments into smaller tasks</li><li>• Use drill and repetition</li><li>• Use of memory aids/mnemonic devices</li><li>• Frequently check for understanding</li><li>• Re-teach and review requisite skills before introducing a new skill or concept</li><li>• Learning/Behavior Contracts</li><li>• Web-based Learning<ul style="list-style-type: none"><li>◦ Duolingo</li></ul></li><li>• Alternate homework options (modify and limit questions)</li><li>• Choice Boards/Tiered Assignments/Scaffolding</li><li>• Use games and simulations</li><li>• Use TPR (Total Physical Response)</li><li>• Role playing, Dramatization, props for dialogs</li><li>• Interactive writing</li><li>• Provide visual aids</li><li>• Repeated directions</li><li>• Differentiate based on proficiency</li><li>• Provide word banks</li><li>• Allow for translators, dictionaries</li></ul>	
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# Spanish I

**Unit Title:** Lección 4 - Los Pasatiempos

## Stage 1: Desired Results

**Standards & Indicators:** Novice Mid

**Interpretive Mode of Communication:** Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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

Performance Expectations

- 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.

**Interpersonal Mode of Communication:** Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information

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

Performance Expectations

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

**Presentational Mode of Communication:** Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

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

# Spanish I

<p>Performance Expectations</p> <ul style="list-style-type: none"> <li>● 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>● 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>● 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>● 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>● 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> </ul>		
<p><b>Career Readiness, Life Literacies and Key Skills</b></p>		
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.

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<p><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● <b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>● <b>Cultures:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>● <b>Connections:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>● <b>Communities:</b> 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.</li> </ul>	<p><b>Essential/Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>● What free time and weekend activities are popular with teens in my country and how do these activities compare with those of teens in other Spanish-speaking countries?</li> <li>● How does culture affect the way we plan our free time?</li> <li>● What sports and sports figures are popular in Spanish-speaking countries?</li> </ul>
<p><b>Content:</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Pastimes</li> <li>● Sports</li> <li>● Places in the City</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Present &amp; Future Tense of IR (4.1)</li> <li>● Stem Changing Verbs (e-ie, o-ue) (4.2)</li> <li>● Stem Changing Verbs (e-i) (4.3)</li> <li>● Verbs with Irregular “Yo” Forms (4.4)</li> </ul> <p>Pronunciation</p> <ul style="list-style-type: none"> <li>● Word Stress &amp; Accent Marks</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>● Soccer – Real Madrid &amp; FC Barcelona</li> <li>● Sports</li> <li>● Mexico</li> <li>● Cinco de Mayo</li> </ul>	<p><b>Skills (Objectives): I Can...</b></p> <p>Interpretive</p> <ul style="list-style-type: none"> <li>● Identify places to go in a community and where to go to do different activities.</li> <li>● Recognize simple phrases in a video about a soccer game in Madrid, Spain, and how a small group of friends attend and enjoy the game.</li> <li>● Identify famous Spanish-speaking athletes in a short informational text.</li> <li>● Identify key terms related to sports on an authentic webpage in Spanish.</li> <li>● Understand basic information about plans to go out in a short recorded conversation.</li> <li>● Understand a description of a person’s preferences in a short text or audio recording.</li> <li>● Predict and Understand content in a reading supported by visuals.</li> <li>● Understand familiar words related to leisure activities in a recorded conversation.</li> <li>● Understand the main idea and some familiar words in an authentic video.</li> <li>● Recognize cultural practices in a video about soccer in Spain.</li> <li>● Identify basic facts about Mexico’s geography and culture by reading short informational texts with visuals.</li> <li>● Understand a video about a famous landmark in Mexico and related cultural practices using familiar words, cognates and authentic visuals.</li> </ul> <p>Interpersonal</p>

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- Ask and Answer questions about favorite places to go and things to do in the community.
- Exchange information with a classmate about what free time activities I do and where and when I do them.
- Ask and Answer questions about my daily activities and free time activity preferences.
- Ask and Answer simple questions about my vacation activities and about where to go in my community to do certain activities.
- Ask questions and Express my opinions about television sports shows, movies, and my viewing habits.
- Exchange information about sports in my community.
- Express my opinion about sports and games.

## Presentational

- Present a short description of pastimes of my family and friends.
- Present information in simple sentences about my favorite athlete or a famous athlete.
- Create a schedule for my free time activities for a weekend.
- Describe simple details about how often and when I watch or practice a favorite sport.
- Present my opinion and a short description about my favorite movie.
- Create an informational text that lists weekend leisure activities in my school and community.
- Create an item that identifies my favorite team and explain its symbols to others.

## Intercultural Communication

- In my own and other cultures,
  - Identify and Discuss popular sports events.
  - Identify popular sports and sport heroes.
  - Identify and Compare sports rivalries.
  - Identify and Compare the most popular sports and reflect on reasons as to the differences.
  - Identify practices and perspectives related to sports in a community.
- Interact at the survival level and Answer questions from a Spanish speaker to determine what activities there are to do and where to go in a new community.
- Interact with a Spanish speaker to Ask and Answer questions about their favorite activities.
- Answer questions from a native speaker about where I go to do certain activities and what I prefer to do.
- Answer questions from a native speaker about my movie preferences.
- Discuss sporting events with others.

# Spanish I

- Interact at the survival level and Ask and Answer questions about what sports are popular and practiced in a community.
- Identify some iconic cultural products of Mexico related to history, art, and important cities.
- Identify historic sites in Mexico and Explain their cultural importance.
- Identify a couple of Mexican artists and their most representative work.

## Interdisciplinary Connections:

### English

- Connections evident in every chapter:
  - i. Assign correct punctuation in a sentence.
  - ii. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
  - iii. Communicate in the present and future tenses.
  - iv. Expand vocabulary.
  - v. Make Introductions.
  - vi. Compare/Contrast language.
  - vii. Read/Respond to different types of literature.
  - viii. Ask and answer questions.
  - ix. Read, Summarize, & Discuss cultural articles and topics.
- Reading Comprehension
  - i. Predict the content of a text from accompanying graphs and charts.
- Complete writing assignments based on chapter themes.
  - i. Create an informational pamphlet in Spanish, using chapter vocabulary and grammar.
- Chapter Grammar/Vocabulary Topics
  - i. Say where people are going in the neighborhood.
  - ii. Express future events.
  - iii. Express "Let's."
  - iv. Talk about what people want to do in a variety of ways.
  - v. Talk about activities that I can do.

### Math

- Tell time.
- Express age.
- Represent quantities.

### Art/Music

- Draw with various media.
- Illustrate the meanings of verbs.
- Listen to/Interpret songs.
- View videos, ads, commercials, TV programs, and interviews
  - i. Fotonovela video series
  - ii. Explain the message of a commercial prepared for Spanish speakers.

### History

- Learn about Spanish speaking countries.
  - i. Exchange some information with others about Mexico's geography, history, economy, and culture.
  - ii. Talk about Mexico's relationship with the United States.
- Read and Discuss current events.
- Read, Summarize, & Discuss cultural articles and topics.
  - i. Discuss soccer rivalries in the Spanish-speaking world, especially in Spain.
  - ii. Exchange information with others about renowned athletes in the Spanish-speaking world.
  - iii. Talk about the World Cup and its role in the Spanish speaking world.

# Spanish I

- iv. Describe soccer rivalries in the Spanish-speaking world.
- v. Discuss the cultural practices and perspectives of soccer in Spain.

## Stage 2: Assessment Evidence

### Performance Task(s):

#### Quizzes

- “Contextos” Vocabulary
- Present & Future Tense of IR (4.1)
- Stem Changing Verbs (e-ie, o-ue) (4.2)
- Stem Changing Verbs (e-i) (4.3)
- Verbs with Irregular “Yo” Forms (4.4)

#### Tests

- Lección 4 – Los Pasatiempos

#### Projects

- Future of IR Project

### Other Evidence:

- Vocabulary/Grammar Presentations & Tutorials
  - Descubre 1 Online Textbook
  - EdPuzzle
  - Google Slides Presentations
- Reading/Writing Activities
  - Descubre 1 Online Textbook Assignments
  - Interactive Notebook Activities
  - Dialogs
- Listening Activities
  - Descubre 1 Online Textbook
  - In-Class Listening Activities
- Partner/Speaking/Collaborative Activities
  - FlipGrid
  - Descubre 1 Online Textbook Assignments
- Grammar/Vocabulary Games
  - Kahoot
  - Quizizz
  - Blooket
  - Gimkit
  - Boom Cards
  - Bingo/Minuto Loco/Dibujo Misterioso
- Culture/Grammar/Vocabulary Songs & Videos
  - YouTube
  - EdPuzzle
  - Descubre 1 Online Textbook
    - Fotonovela
    - En Pantalla
    - Flash Cultura
    - Panorama Cultural Interactive Map
- Class Discussions on Cultural Topics
- Digital Resources & Web Based Learning
  - Descubre 1 Online Textbook
  - EdPuzzle
  - Kahoot
  - Gimkit
  - Bloket
  - Duolingo
  - Quizizz
  - Boom Cards
  - Google (Classroom, Docs, Slides, Forms, Drawings, Maps)

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

- Project Based Learning
- Partner/Group Activities/Learning Centers
  - Dialogs & Role Playing
  - Discussions
  - Turn & Talk

### Resources:

[New Jersey World Language Standards](#)

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

# Spanish I

<ul style="list-style-type: none"> <li>o Think-Pair-Share</li> <li>o Jigsaw</li> <li>o Socratic Speed Dating</li> <li>o Oral Reading</li> <li>● Grammar &amp; Vocabulary Games</li> <li>● Open-Ended/Targeted Questioning/Cold Call</li> <li>● Guided Notes</li> <li>● Culture/Grammar/Vocabulary Videos</li> <li>● Peer Instruction</li> <li>● Web Based Learning             <ul style="list-style-type: none"> <li>o Kahoot, Quizizz, Blooket, Gimkit</li> <li>o EdPuzzle</li> <li>o Duolingo</li> <li>o Google (Classroom, Docs, Slides, Forms, Drawings, Maps)</li> <li>o Quizlet</li> <li>o Boom Cards</li> </ul> </li> <li>● Do-Now &amp; Closure Activities</li> <li>● Social/Emotional Learning             <ul style="list-style-type: none"> <li>o Interactive Writing/Journaling</li> <li>o Polling/Check-ins</li> <li>o Emotional Consistency</li> <li>o Celebrate Diversity</li> <li>o Practice Mindfulness</li> <li>o Discuss/Practice Empathy</li> <li>o Incorporate Art</li> <li>o Constructive Criticism</li> <li>o Daily Greetings</li> <li>o Promote a Growth Mindset</li> <li>o Behavior/Learning Contracts</li> <li>o Provide Immediate Feedback</li> </ul> </li> <li>● Analogies/Mnemonic Devices</li> <li>● Modeling/Show &amp; Tell Lessons</li> <li>● Interactive Notebook Activities/Maps</li> <li>● Choice Boards/Tiered Assignments/Scaffolding</li> <li>● Outlines/Graphic Organizers/Timelines/Rubrics</li> <li>● Formative &amp; Summative Assessments</li> <li>● Comprehensible Input</li> </ul>	<p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul> <p><u>Web Based Learning</u></p> <ul style="list-style-type: none"> <li>● <a href="http://www.duolingo.com">www.duolingo.com</a></li> <li>● <a href="http://www.google.com">www.google.com</a></li> <li>● <a href="https://wow.boomlearning.com">https://wow.boomlearning.com</a></li> <li>● <a href="http://www.edpuzzle.com">www.edpuzzle.com</a></li> <li>● <a href="https://www.blooket.com/">https://www.blooket.com/</a></li> <li>● <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>● <a href="https://www.gimkit.com/">https://www.gimkit.com/</a></li> <li>● <a href="https://kahoot.com/">https://kahoot.com/</a></li> <li>● <a href="#">Descubre 1 Online Textbook</a></li> </ul>
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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"> <li>● Adjusted questioning techniques and higher order questions.</li> <li>● Curriculum compacting (Pre-assessment and alternative assignments)</li> <li>● Web-based Learning</li> <li>● Independent Study</li> </ul>	<ul style="list-style-type: none"> <li>● Independent/ Small group work</li> <li>● Learning centers</li> <li>● Adjusted questioning techniques and higher order questions</li> <li>● Curriculum compacting (Pre-assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Learning centers</li> <li>● Use of flashcards</li> <li>● One on one coaching with a student, designed around his/her specific challenges</li> <li>● Mini lessons</li> <li>● Small groups designed around student's strengths</li> </ul>	<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: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p>

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<ul style="list-style-type: none"> <li>● Personalized course packet with individualized enrichment materials</li> <li>● Open ended questions</li> <li>● Varying sets of reading comprehension questions to answer</li> <li>● Alternate homework options</li> <li>● Focus on accuracy</li> <li>● Choice Boards/Tiered Assignments/Scaffolding</li> <li>● Assignments designed to meet the needs of native speakers</li> </ul>	<p style="text-align: center;">and alternative assignments)</p> <ul style="list-style-type: none"> <li>● Web-based Learning</li> <li>● Independent Study</li> <li>● Personalized course packet with individualized enrichment materials</li> <li>● Open ended questions</li> <li>● Adaptive assignments that get easier/harder depending on how a student is performing</li> <li>● Varying sets of reading comprehension questions to answer</li> <li>● Focus on accuracy</li> <li>● Choice Boards/Tiered Assignments/Scaffolding</li> </ul>	<p style="text-align: center;">and weaknesses so that they can tutor each other</p> <ul style="list-style-type: none"> <li>● Individualized remediation and enrichment materials</li> <li>● Continually assess and adjust content to meet student's needs</li> <li>● Extended time on activities/assessments</li> <li>● Grade for content, not spelling</li> <li>● Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>● Use adapted text/worksheets</li> <li>● Give immediate feedback</li> <li>● Vary grouping arrangements: small, large, individual</li> <li>● Utilize peer buddy system in cooperative learning</li> <li>● Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>● Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>● Provide correctly completed examples</li> <li>● Provide frequent reviews of current concepts and information taught</li> </ul>	<p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>
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# Spanish I

		<ul style="list-style-type: none"><li>● Break assignments into smaller tasks</li><li>● Use drill and repetition</li><li>● Use of memory aids/mnemonic devices</li><li>● Frequently check for understanding</li><li>● Re-teach and review requisite skills before introducing a new skill or concept</li><li>● Learning/Behavior Contracts</li><li>● Web-based Learning<ul style="list-style-type: none"><li>○ Duolingo</li></ul></li><li>● Alternate homework options (modify and limit questions)</li><li>● Choice Boards/Tiered Assignments/Scaffolding</li><li>● Use games and simulations</li><li>● Use TPR (Total Physical Response)</li><li>● Role playing, Dramatization, props for dialogs</li><li>● Interactive writing</li><li>● Provide visual aids</li><li>● Repeated directions</li><li>● Differentiate based on proficiency</li><li>● Provide word banks</li><li>● Allow for translators, dictionaries</li></ul>	
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# Spanish I

**Unit Title:** Lección 5 - Las Vacaciones

## Stage 1: Desired Results

**Standards & Indicators:** Novice Mid

**Interpretive Mode of Communication:** Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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

Performance Expectations

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

**Interpersonal Mode of Communication:** Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information

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

Performance Expectations

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

**Presentational Mode of Communication:** Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

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

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<p>Performance Expectations</p> <ul style="list-style-type: none"> <li>● 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>● 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>● 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>● 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>● 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>● 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
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., NJSLA.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., NJSLA.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	Digital tools differ in features, capacities, and styles. Knowledge of

# Spanish I

	accomplishing a specified task (e.g., W.11-12.6.).	different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).	
<p><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● <b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>● <b>Cultures:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>● <b>Connections:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>● <b>Communities:</b> 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.</li> </ul>		<p><b>Essential/Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>● How do weather, climate, and geography affect the activities we do?</li> <li>● What are popular vacation destinations in Spanish-speaking countries and how do they compare with popular vacation spots in my country?</li> <li>● Do cultural differences affect our expectations of the ideal vacation experience?</li> </ul>
<p><b>Content:</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Travel &amp; Vacation</li> <li>● Months of the Year</li> <li>● Seasons and Weather</li> <li>● Ordinal Numbers</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Estar with Conditions &amp; Emotions (5.1)</li> <li>● Present Progressive (5.2)</li> <li>● Ser &amp; Estar (5.3)</li> <li>● Direct Object Nouns &amp; Pronouns (5.4)</li> </ul> <p>Pronunciation</p> <ul style="list-style-type: none"> <li>● Spanish “B” &amp; “V”</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>● Latin American Tourist Destinations</li> <li>● Punta del Este</li> <li>● Puerto Rico</li> </ul>		<p><b>Skills (Objectives): I Can...</b></p> <p>Interpretive</p> <ul style="list-style-type: none"> <li>● Identify words and phrases that describe weather conditions.</li> <li>● Identify words and phrases in a short conversation related to travel plans.</li> <li>● Understand key details in a video about weather, hotel lodging and activities.</li> <li>● Identify simple words and phrases used by teens in a video to express different emotions.</li> <li>● Identify basic information about popular vacation destinations in the Spanish-speaking world.</li> <li>● Identify phrases that describe actions that are ongoing in a specific moment.</li> <li>● Distinguish between phrases that describe qualities or variable conditions of a person or thing.</li> <li>● Identify plans for a vacation in a short recorded conversation.</li> <li>● Scan, read, and understand key details in a hotel brochure.</li> <li>● Identify the main idea and key details in a weather report in a short audio recording and weather website.</li> </ul>

# Spanish I

- Recognize key phrases in an authentic video about vacation travel.
- Identify some basic facts about a historic site and understand people's reasons for going there.
- Identify basic facts about Puerto Rico's geography and culture by reading short informational texts with visuals.
- Understand a video about salsa using familiar words, cognates and authentic visuals.

## Interpersonal

- Ask and Answer questions about weather and seasons.
- Ask and Answer simple questions about vacation and travel preferences.
- Ask and Respond to simple questions for checking into a hotel.
- Interview a classmate about his/her vacation preferences.
- Express my emotions and describe activities I do in a short email to a peer.
- Ask and Answer questions about what people are doing at specific times of the day.
- Identify a person by Asking and Answering simple questions about their location and actions.
- Make plans with a classmate by Asking and Answering simple questions about activity preferences.
- Ask for information or make recommendations about activities to do in a resort.
- Ask and Respond to questions about the importance of traveling.

## Presentational

- Create a short list of travel plans, including transportation, lodging, and activities.
- Write a short paragraph about my impressions of the city of Toldeo as shown in a video.
- Make trip recommendations for a classmate, including the destination, transportation, lodging, and activities.
- Express my feelings in simple sentences.
- Describe ongoing actions at a specific moment in simple sentences.
- Describe a vacation destination in a radio ad, including simple details to attract tourists.
- Describe a person, place, or everyday object in order for someone to identify it.
- Describe the current weather conditions using information from a report or weather website.
- Use an idea map to create a brochure with simple sentences and lists for a resort hotel.
- Create a weekly weather report for a city in a Spanish-speaking country.

# Spanish I

- Describe travel or vacation experiences with my family or friends and Express my opinion about those experiences.
- Describe a popular travel destination in a Spanish-speaking country.
- Describe my preferences for what to see and where to go when planning a trip to Puerto Rico.

## Intercultural Communication

- In my own and other cultures,
  - Identify popular tourist destinations and vacation activities.
  - Identify historically and culturally important sites.
- Ask and Answer questions with a Spanish speaker about the weather and temperatures.
- Use rehearsed language and behaviors to role-play with a classmate checking into a hotel.
- Interact at the survival level and Answer questions from a native Spanish speaker about my vacation activity preferences and weather conditions.
- Identify some iconic cultural products of Puerto Rico related to history, art, and important landmarks.

## Interdisciplinary Connections:

### English

- Connections evident in every chapter:
  - i. Identify cognates in a text and use them to infer the main idea.
  - ii. Read texts, summarize, and infer the meaning of vocabulary.
  - iii. Assign correct punctuation in a sentence.
  - iv. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
  - v. Communicate in the present and future tenses.
  - vi. Expand vocabulary.
  - vii. Make Introductions.
  - viii. Compare/Contrast language.
  - ix. Read/Respond to different types of literature.
  - x. Ask and answer questions.
  - xi. Read, Summarize, & Discuss cultural articles and topics.
- Reading Comprehension
  - i. Understand basic information from a hotel brochure with visual support.
  - ii. Predict the meaning of words and phrases when used in an article on familiar topics.
- Complete writing assignments based on chapter themes.
  - i. Create an informational pamphlet in Spanish, using chapter vocabulary and grammar.
- Chapter Grammar/Vocabulary Topics
  - i. Describe the physical condition of places and things.
  - ii. Describe how people feel.
  - iii. Recognize and use some common adjectives that describe conditions and emotions.
  - iv. Describe what someone is currently doing using the present progressive tense.
  - v. Construct sentences distinguishing between variable and invariable qualities of people and things.

### Math

- Tell someone the time and date of an important event.

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<p>Art/Music</p>	<ul style="list-style-type: none"> <li>○ Use ordinal numbers to tell someone where something is located or to share the order of events.</li> <li>○ Represent quantities.</li> <li>○ Draw with various media.</li> <li>○ Illustrate the meanings of verbs.</li> <li>○ Listen to/Interpret songs.</li> <li>○ View videos, ads, commercials, TV programs, and interviews             <ul style="list-style-type: none"> <li>i. Fotonovela video series</li> <li>ii. Understand basic information from a hotel brochure with visual support.</li> <li>iii. Understand the message of a commercial about family trips.</li> <li>iv. Prepare a commercial about travel.</li> </ul> </li> </ul>
<p>Science</p>	<ul style="list-style-type: none"> <li>○ Describe the weather.</li> <li>○ Give dates and weather information.</li> <li>○ Understand the weather forecast in a recorded weather report.</li> <li>○ Create a weekly weather report for a Spanish speaking city.</li> <li>○ Discuss climate change in Spanish speaking countries.</li> <li>○ Describe how people feel.</li> </ul>
<p>History</p>	<ul style="list-style-type: none"> <li>○ Learn about Spanish speaking countries.             <ul style="list-style-type: none"> <li>i. Recognize and Understand some basic concepts about Puerto Rico's geography, history, and culture.</li> </ul> </li> <li>○ Read and Discuss current events.</li> <li>○ Read, Summarize, &amp; Discuss cultural articles and topics.             <ul style="list-style-type: none"> <li>i. Understand basic information about the Incan trails based on a video report.</li> <li>ii. Exchange some basic information with others about Machu Picchu.</li> </ul> </li> </ul>

## Stage 2: Assessment Evidence

<u>Performance Task(s):</u>	<u>Other Evidence:</u>
<p>Quizzes</p> <ul style="list-style-type: none"> <li>● "Contextos" Vocabulary</li> <li>● Estar with Conditions &amp; Emotions (5.1)</li> <li>● Present Progressive (5.2)</li> <li>● Ser &amp; Estar (5.3)</li> <li>● Direct Object Nouns &amp; Pronouns (5.4)</li> </ul> <p>Tests</p> <ul style="list-style-type: none"> <li>● Lección 5 – Las Vacaciones</li> </ul> <p>Projects</p> <ul style="list-style-type: none"> <li>● Weather Report Project</li> <li>● Travel Brochure &amp; Commercial</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary/Grammar Presentations &amp; Tutorials             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Google Slides Presentations</li> </ul> </li> <li>● Reading/Writing Activities             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook Assignments</li> <li>○ Interactive Notebook Activities</li> <li>○ Dialogs</li> </ul> </li> <li>● Listening Activities             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ In-Class Listening Activities</li> </ul> </li> <li>● Partner/Speaking/Collaborative Activities             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook Assignments</li> </ul> </li> <li>● Grammar/Vocabulary Games             <ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ Gimkit</li> <li>○ Blooket</li> <li>○ Boom Cards</li> <li>○ Bingo</li> </ul> </li> <li>● Culture/Grammar/Vocabulary Songs &amp; Videos             <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> <li>○ Descubre 1 Online Textbook</li> </ul> </li> </ul>

# Spanish I

- Fotonovela
- En Pantalla
- Flash Cultura
- Panorama Cultural Interactive Map
- Class Discussions on Cultural Topics
- Digital Resources & Web Based Learning
  - Descubre 1 Online Textbook
  - EdPuzzle
  - Kahoot
  - Gimkit
  - Blooket
  - Duolingo
  - Quizizz
  - Boom Cards
  - Google (Classroom, Docs, Slides, Forms, Drawings, Maps)

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

- Project Based Learning
  - Cognate Illustrations
  - Country Poster Project
  - Weather Forecast
  - Hispanic Heritage Month Biography of a Famous Hispanic
- Partner/Group Activities/Learning Centers
  - Dialogs & Role Playing
  - Discussions
  - Turn & Talk
  - Think-Pair-Share
  - Jigsaw
  - Socrative Speed Dating
  - Oral Reading
- Grammar & Vocabulary Games/Simulations
- Open-Ended/Targeted Questioning/Cold Call
- Guided Notes
- Culture/Grammar/Vocabulary Videos
- Web Based Learning
  - Kahoot, Quizizz, Gimkit, Blooket
  - EdPuzzle
  - Duolingo
  - 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

### 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](http://www.duolingo.com)
- [www.google.com](http://www.google.com)
- <https://wow.boomlearning.com>
- [www.edpuzzle.com](http://www.edpuzzle.com)
- <https://www.blooket.com/>
- [www.quizlet.com](http://www.quizlet.com)
- <https://www.gimkit.com/>
- <https://kahoot.com/>
- [Descubre 1 Online Textbook](#)

# Spanish I

<ul style="list-style-type: none"> <li>o Constructive Criticism</li> <li>o Daily Greetings</li> <li>o Promote a Growth Mindset</li> <li>o Behavior/Learning Contracts</li> <li>o Provide Immediate Feedback</li> <li>o Peer Instruction</li> <li>● Analogies/Mnemonic Devices</li> <li>● Modeling/Show &amp; Tell Lessons</li> <li>● Interactive Notebook Activities/Maps</li> <li>● Choice Boards/Tiered Assignments/Scaffolding</li> <li>● Outlines/Graphic Organizers/Timelines/Rubrics</li> <li>● Formative &amp; Summative Assessments</li> <li>● Comprehensible Input</li> </ul>	
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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"> <li>● Adjusted questioning techniques and higher order questions.</li> <li>● Curriculum compacting (Pre-assessment and alternative assignments)</li> <li>● Web-based Learning</li> <li>● Independent Study</li> <li>● Personalized course packet with individualized enrichment materials</li> <li>● Open ended questions</li> <li>● Varying sets of reading comprehension questions to answer</li> <li>● Alternate homework options</li> <li>● Focus on accuracy</li> <li>● Choice Boards/Tiered Assignments/Scaffolding</li> <li>● Assignments designed to meet the needs of native speakers</li> </ul>	<ul style="list-style-type: none"> <li>● Independent/ Small group work</li> <li>● Learning centers</li> <li>● Adjusted questioning techniques and higher order questions</li> <li>● Curriculum compacting (Pre-assessment and alternative assignments)</li> <li>● Web-based Learning</li> <li>● Independent Study</li> <li>● Personalized course packet with individualized enrichment materials</li> <li>● Open ended questions</li> <li>● Adaptive assignments that get easier/harder depending on how a student is performing</li> <li>● Varying sets of reading comprehension questions to answer</li> </ul>	<ul style="list-style-type: none"> <li>● Learning centers</li> <li>● Use of flashcards</li> <li>● One on one coaching with a student, designed around his/her specific challenges</li> <li>● Mini lessons</li> <li>● Small groups designed around student's strengths and weaknesses so that they can tutor each other</li> <li>● Individualized remediation and enrichment materials</li> <li>● Continually assess and adjust content to meet student's needs</li> <li>● Extended time on activities/assessments</li> <li>● Grade for content, not spelling</li> <li>● Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>● Use adapted text/worksheets</li> </ul>	<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: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>

# Spanish I

	<ul style="list-style-type: none"><li>• Focus on accuracy</li><li>• Choice Boards/Tiered Assignments/Scaffolding</li></ul>	<ul style="list-style-type: none"><li>• Give immediate feedback</li><li>• Vary grouping arrangements: small, large, individual</li><li>• Utilize peer buddy system in cooperative learning</li><li>• Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li><li>• Use various techniques and materials to teach a lesson, based on students functioning level</li><li>• Provide correctly completed examples</li><li>• Provide frequent reviews of current concepts and information taught</li><li>• Break assignments into smaller tasks</li><li>• Use drill and repetition</li><li>• Use of memory aids/mnemonic devices</li><li>• Frequently check for understanding</li><li>• Re-teach and review requisite skills before introducing a new skill or concept</li><li>• Learning/Behavior Contracts</li><li>• Web-based Learning<ul style="list-style-type: none"><li>o Duolingo</li></ul></li><li>• Alternate homework options (modify</li></ul>	
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# Spanish I

		<p>and limit questions)</p> <ul style="list-style-type: none"> <li>● Choice Boards/Tiered Assignments/Scaffolding</li> <li>● Use games and simulations</li> <li>● Use TPR (Total Physical Response)</li> <li>● Role playing, Dramatization, props for dialogs</li> <li>● Interactive writing</li> <li>● Provide visual aids</li> <li>● Repeated directions</li> <li>● Differentiate based on proficiency</li> <li>● Provide word banks</li> <li>● Allow for translators, dictionaries</li> </ul>	
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## Pacing Guide

Course Name	Context/Resources	Standards
<b>UNIT 1: Lección 1 – Hola, ¿Qué tal?</b>		
<p><b>Days:</b> 25 Days</p> <p><b>Fall Semester:</b></p> <ul style="list-style-type: none"> <li>● September</li> <li>● October</li> </ul> <p><b>Spring Semester:</b></p> <ul style="list-style-type: none"> <li>● February</li> <li>● March</li> </ul>	<p><b>Chapter</b></p> <ul style="list-style-type: none"> <li>● Lección 1 – Hola, ¿Qué tal?</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Descubre 1 Textbook</li> <li>● Vocabulary/Grammar Presentations &amp; Tutorials               <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Google Slides Presentations</li> </ul> </li> <li>● Reading/Writing Activities               <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook Assignments</li> <li>○ Interactive Notebook Activities</li> <li>○ Dialogs</li> </ul> </li> </ul>	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p>

# Spanish I

	<ul style="list-style-type: none"> <li>● Listening Activities <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ In-Class Listening Activities</li> </ul> </li> <li>● Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook Assignments</li> </ul> </li> <li>● Grammar/Vocabulary Games <ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ Gimkit</li> <li>○ Blooket</li> <li>○ Boom Cards</li> <li>○ Bingo</li> </ul> </li> <li>● Culture/Grammar/Vocabulary Songs &amp; Videos <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> <li>○ Descubre 1 Online Textbook <ul style="list-style-type: none"> <li>■ Fotonovela</li> <li>■ En Pantalla</li> <li>■ Flash Cultura</li> <li>■ Panorama Cultural Interactive Map</li> </ul> </li> </ul> </li> <li>● Class Discussions on Cultural Topics</li> <li>● Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Kahoot</li> <li>○ Gimkit</li> <li>○ Blooket</li> <li>○ Rockalingua</li> <li>○ Duolingo</li> <li>○ Quizizz</li> <li>○ Boom Cards</li> <li>○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps)</li> </ul> </li> </ul> <p><b>Content Vocabulary (6 Days)</b></p> <ul style="list-style-type: none"> <li>● Cognates</li> <li>● Greetings &amp; Goodbyes</li> <li>● Identifying Yourself with Others</li> <li>● Courtesy Expressions</li> </ul>	<p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>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.</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>
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# Spanish I

	<p>Grammar (12 Days - 2 Days/Topic)</p> <ul style="list-style-type: none"> <li>● Gender/Number of Nouns (1.1)</li> <li>● Definite &amp; Indefinite Articles (1.1)</li> <li>● Numbers 0-30 (1.2)</li> <li>● Pronouns (1.3)</li> <li>● Present Tense of Ser (1.3)</li> <li>● Telling Time (1.4)</li> </ul> <p>Lección 1 Test (1 Day)</p> <p>Pronunciation (2 Days)</p> <ul style="list-style-type: none"> <li>● Spanish Alphabet</li> </ul> <p>Culture (4 Days)</p> <ul style="list-style-type: none"> <li>● Greetings in Spanish Speaking Countries</li> <li>● Hispanic Influence in U.S. &amp; Canada</li> <li>● Hispanic Heritage Month/Black History Month (Afro-Latinos)</li> </ul>	<p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
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## UNIT 2: Lección 2 – En la Clase

<p><b>Days:</b> 20 Days</p> <p><b>Fall Semester:</b></p> <ul style="list-style-type: none"> <li>● October</li> <li>● November</li> </ul> <p><b>Spring Semester:</b></p> <ul style="list-style-type: none"> <li>● March</li> <li>● April</li> </ul>	<p><b>Chapter</b></p> <ul style="list-style-type: none"> <li>● Lección 2 – En la Clase</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Descubre 1 Textbook</li> <li>● Vocabulary/Grammar Presentations &amp; Tutorials             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Google Slides Presentations</li> </ul> </li> <li>● Reading/Writing Activities             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook Assignments</li> <li>○ Interactive Notebook Activities</li> <li>○ Dialogs</li> </ul> </li> <li>● Listening Activities             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ In-Class Listening Activities</li> </ul> </li> <li>● Partner/Speaking/Collaborative Activities             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook Assignments</li> </ul> </li> <li>● Grammar/Vocabulary Games</li> </ul>	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words,</p>
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# Spanish I

	<ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ Blooket</li> <li>○ Gimkit</li> <li>○ Boom Cards</li> <li>○ Bingo</li> <li>● Culture/Grammar/Vocabulary Songs &amp; Videos <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> <li>○ Descubre 1 Online Textbook <ul style="list-style-type: none"> <li>■ Fotonovela</li> <li>■ En Pantalla</li> <li>■ Flash Cultura</li> <li>■ Panorama Cultural Interactive Map</li> </ul> </li> </ul> </li> <li>● Class Discussions on Cultural Topics</li> <li>● Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Kahoot</li> <li>○ Blooket</li> <li>○ Gimkit</li> <li>○ Duolingo</li> <li>○ Quizizz</li> <li>○ Boom Cards</li> <li>○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps)</li> </ul> </li> </ul> <p><b>Content</b></p> <p>Vocabulary (3 Days)</p> <ul style="list-style-type: none"> <li>● The Classroom &amp; School Life</li> <li>● Fields of Study &amp; School Subjects</li> <li>● Days of the Week</li> <li>● Class Schedules</li> </ul> <p>Grammar (12 Days - 3 Days/Topic)</p> <ul style="list-style-type: none"> <li>● Present Tense of "AR" Ending Verbs (2.1)</li> <li>● Forming Questions in Spanish (2.2)</li> <li>● Present Tense of Estar (2.3)</li> <li>● Numbers 31 &amp; Higher (2.4)</li> </ul> <p>Lección 2 Test (1 Day)</p>	<p>phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>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.</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
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# Spanish I

	Pronunciation (Built into each lesson) <ul style="list-style-type: none"> <li>● Spanish Vowels</li> </ul> Culture (4 Days) <ul style="list-style-type: none"> <li>● Secondary Schools in Spanish Speaking Countries</li> <li>● El Inframen</li> <li>● Spain</li> <li>● Octavio Paz</li> <li>● “El Dia de los Muertos”</li> </ul>	
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<b>UNIT 3: Lección 3 – La Familia</b>		
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<p><b>Days:</b> 15 Days</p> <p><b>Fall Semester:</b></p> <ul style="list-style-type: none"> <li>● November</li> <li>● December</li> </ul> <p><b>Spring Semester:</b></p> <ul style="list-style-type: none"> <li>● April</li> <li>● May</li> </ul>	<p><b>Chapter</b></p> <ul style="list-style-type: none"> <li>● Lección 3 – La Familia</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Descubre 1 Textbook</li> <li>● Vocabulary/Grammar Presentations &amp; Tutorials             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Google Slides Presentations</li> </ul> </li> <li>● Reading/Writing Activities             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook Assignments</li> <li>○ Interactive Notebook Activities</li> <li>○ Dialogs</li> </ul> </li> <li>● Listening Activities             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ In-Class Listening Activities</li> </ul> </li> <li>● Partner/Speaking/Collaborative Activities             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook Assignments</li> </ul> </li> <li>● Grammar/Vocabulary Games             <ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ Blooket</li> <li>○ Gimkit</li> <li>○ Boom Cards</li> <li>○ Bingo</li> </ul> </li> <li>● Culture/Grammar/Vocabulary Songs &amp; Videos             <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> <li>○ Descubre 1 Online Textbook</li> </ul> </li> </ul>	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions,</p>
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# Spanish I

	<ul style="list-style-type: none"> <li>■ Fotonovela</li> <li>■ En Pantalla</li> <li>■ Flash Cultura</li> <li>■ Panorama Cultural Interactive Map</li> </ul> <ul style="list-style-type: none"> <li>● Class Discussions on Cultural Topics</li> <li>● Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Kahoot</li> <li>○ Blooket</li> <li>○ Gimkit</li> <li>○ Duolingo</li> <li>○ Quizizz</li> <li>○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps)</li> <li>○ Boom Cards</li> </ul> </li> </ul> <p><b>Content</b></p> <p>Vocabulary (3 Days)</p> <ul style="list-style-type: none"> <li>● Family</li> <li>● Identifying People</li> <li>● Professions &amp; Occupations</li> </ul> <p>Grammar (8 Days - 2 Days/Topic)</p> <ul style="list-style-type: none"> <li>● Descriptive Adjectives (3.1)</li> <li>● Possessive Adjectives (3.2)</li> <li>● Present Tense of “ER” &amp; “IR” Ending Verbs (3.3)</li> <li>● Present Tense of Tener &amp; Venir (3.4)</li> </ul> <p>Pronunciation (Built into each lesson)</p> <ul style="list-style-type: none"> <li>● Diphthongs &amp; Linking</li> </ul> <p>Lección 3 Test (1 Day)</p> <p>Culture (3 Days)</p> <ul style="list-style-type: none"> <li>● Spanish Last Names</li> <li>● The Spanish Royal Family</li> <li>● Ecuador</li> <li>● Family Reunions</li> </ul>	<p>commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>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.</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
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# Spanish I

UNIT 4 : Lección 4 – Los Pasatiempos		
<p><b>Days:</b> 15 Days</p> <p><b>Fall Semester:</b></p> <ul style="list-style-type: none"> <li>● December</li> </ul> <p><b>Spring Semester:</b></p> <ul style="list-style-type: none"> <li>● May</li> </ul>	<p><b>Chapter</b></p> <ul style="list-style-type: none"> <li>● Lección 4 – Los Pasatiempos</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Descubre 1 Textbook</li> <li>● Vocabulary/Grammar Presentations &amp; Tutorials               <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Google Slides Presentations</li> </ul> </li> <li>● Reading/Writing Activities               <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook Assignments</li> <li>○ Interactive Notebook Activities</li> <li>○ Dialogs</li> </ul> </li> <li>● Listening Activities               <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ In-Class Listening Activities</li> </ul> </li> <li>● Partner/Speaking/Collaborative Activities               <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook Assignments</li> </ul> </li> <li>● Grammar/Vocabulary Games               <ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ Blooket</li> <li>○ Gimkit</li> <li>○ Boom Cards</li> <li>○ Bingo</li> </ul> </li> <li>● Culture/Grammar/Vocabulary Songs &amp; Videos               <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> <li>○ Descubre 1 Online Textbook                   <ul style="list-style-type: none"> <li>■ Fotonovela</li> <li>■ En Pantalla</li> <li>■ Flash Cultura</li> <li>■ Panorama Cultural Interactive Map</li> </ul> </li> </ul> </li> <li>● Class Discussions on Cultural Topics</li> <li>● Digital Resources &amp; Web Based Learning</li> </ul>	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p>

# Spanish I

	<ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Kahoot</li> <li>○ Blooket</li> <li>○ Gimkit</li> <li>○ Duolingo</li> <li>○ Quizizz</li> <li>○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps)</li> <li>○ Boom Cards</li> </ul> <p><b>Content</b></p> <p>Vocabulary (3 Days)</p> <ul style="list-style-type: none"> <li>● Pastimes</li> <li>● Sports</li> <li>● Places in the City</li> </ul> <p>Grammar (6 Days)</p> <ul style="list-style-type: none"> <li>● Present &amp; Future Tense of IR (4.1)</li> <li>● Stem Changing Verbs (e-ie, o-ue) (4.2)</li> <li>● Stem Changing Verbs (e-i) (4.3)</li> <li>● Verbs with Irregular “Yo” Forms (4.4)</li> </ul> <p>Lección 4 Test ( 1 Day)</p> <p>Pronunciation (Built into each lesson)</p> <ul style="list-style-type: none"> <li>● Word Stress &amp; Accent Marks</li> </ul> <p>Culture (5 Days)</p> <ul style="list-style-type: none"> <li>● Soccer – Real Madrid &amp; FC Barcelona</li> <li>● Sports</li> <li>● Mexico</li> </ul>	<p>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.</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
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<b>UNIT 5: Lección 5 – Las Vacaciones</b>		
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<p><b>Days:</b> 15 Days</p> <p><b>Fall Semester:</b></p> <ul style="list-style-type: none"> <li>● January</li> </ul> <p><b>Spring Semester:</b></p> <ul style="list-style-type: none"> <li>● June</li> </ul>	<p><b>Chapter:</b></p> <ul style="list-style-type: none"> <li>● Lección 5 – Las Vacaciones</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Descubre 1 Textbook</li> <li>● Vocabulary/Grammar Presentations &amp; Tutorials <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> </ul> </li> </ul>	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p>
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# Spanish I

	<ul style="list-style-type: none"> <li>○ Google Slides Presentations</li> <li>● Reading/Writing Activities             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook Assignments</li> <li>○ Interactive Notebook Activities</li> <li>○ Dialogs</li> </ul> </li> <li>● Listening Activities             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ In-Class Listening Activities</li> </ul> </li> <li>● Partner/Speaking/Collaborative Activities             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook Assignments</li> </ul> </li> <li>● Grammar/Vocabulary Games             <ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ Blooket</li> <li>○ Gimkit</li> <li>○ Boom Cards</li> <li>○ Bingo</li> </ul> </li> <li>● Culture/Grammar/Vocabulary Songs &amp; Videos             <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> <li>○ Descubre 1 Online Textbook                 <ul style="list-style-type: none"> <li>■ Fotonovela</li> <li>■ En Pantalla</li> <li>■ Flash Cultura</li> <li>■ Panorama Cultural Interactive Map</li> </ul> </li> </ul> </li> <li>● Class Discussions on Cultural Topics</li> <li>● Digital Resources &amp; Web Based Learning             <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Kahoot</li> <li>○ Gimkit</li> <li>○ Blooket</li> <li>○ Duolingo</li> <li>○ Quizizz</li> <li>○ Boom Cards</li> <li>○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps)</li> </ul> </li> </ul>	<p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>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.</p>
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# Spanish I

	<p><b>Content</b></p> <p>Vocabulary (5 Days)</p> <ul style="list-style-type: none"><li>● Travel &amp; Vacation</li><li>● Months of the Year</li><li>● Seasons and Weather</li><li>● Ordinal Numbers</li></ul> <p>Grammar (8 Days)</p> <ul style="list-style-type: none"><li>● Estar with Conditions &amp; Emotions (5.1)</li><li>● Present Progressive (5.2)</li><li>● Ser &amp; Estar (5.3)</li><li>● Direct Object Nouns &amp; Pronouns (5.4)</li></ul> <p>Pronunciation (Built into each lesson)</p> <ul style="list-style-type: none"><li>● Spanish “B” &amp; “V”</li></ul> <p>Culture (2 Days)</p> <ul style="list-style-type: none"><li>● Iguazú Falls</li><li>● Punta del Este</li><li>● Puerto Rico</li></ul>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>
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