



HS Spanish I, II & III Curriculum

Survey of Spanish Curriculum

Middle Township School District

216 South Main Street

Cape May Court House, NJ 08210

Born On: August 2018 Updated May 2022

Content Area:	Spanish 1	Grade(s) 9,10,11,12
Unit Plan Title:	Hola (Hello) – Lección Preliminar	
Overview/Rationale		
Students will use basic vocabulary to have short conversations with others by introducing themselves, giving their phone numbers, and talking about the weather. Students will begin to respond to classroom instructions given in Spanish. Students will focus on the Hispanic population in NYC.		
Standard(s) Number and Description		
7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions		
7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands and requests.		
7.1.NL.IPRET.3: Recognize common gestures associated with the target culture.		
7.1.NL.IPRET.4: Recognize a few memorized words related to the weather and climate in the target culture and in students’ own cultures in highly contextualized texts.		
7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.		
7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.		
7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.		
7.1.NL.IPERS.4: React to a few procedural instructions, directions and commands in classroom situations.		
7.1.NL.IPERS.5: Enact a few procedural instructions, directions, and commands in classroom situations.		
7.1.NL.IPERS.6: Share with others the names of a few memorized practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures.		
7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.		
7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures and visuals.		
7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave taking.		
7.1.NL.PRSNT.4: State the name of a few memorized and practiced words and phrases related to climate change in the target culture and in students’ own cultures.		

Technology Standard(s) Number and Description
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration Chromebooks, Google Educational tools (Classrooms, drive, docs, slides, voice), blog, YouTube, Elmo, Google earth, google maps, Prezi, PowerPoint, cell phones
Interdisciplinary Standard(s) Number and Description
As the students' progress through the levels of the Spanish program so, too, will the interdisciplinary content progress. They will gain an insight that the study of Spanish offers much to their overall education. Some suggestions for content-based topics that may be used: <ul style="list-style-type: none">· Art· Draw with various media· Observe art work· Language Arts· Follow a one-step oral direction· Compare and contrast language· Recall presented materials· Listen for a variety of purposes· Activate prior knowledge· Listen to various forms of music· Describe objects/pictures· Communicate in complete sentences· Obtain information by asking questions· Participate in various forms of oral communication· Interact verbally in informal situations· Make introductions· Read and respond to different types of literature· State purpose for listening to a story· Expand vocabulary· Recall sequence of events· Identify/restate details· Mathematics· Reason, connect mathematical understandings· Observe/compare by measurable attributes

- Count objects
- Represent quantities
- Model number composition
- Music
- Sing songs in a limited range
- Perform a repertoire of songs

- Reading
- Identify the main character (s)
- Describe the main character (s)
- Identify the plot
- Identify the outcome of the story

- Science
- Observe weather conditions
- Explore the effects of weather

- Social Studies
- Recognize similarities between self and others
- Describe personal feelings
- Demonstrate the relationship of feelings to actions
- Demonstrate an understanding of the concept of rule
- Demonstrate courteous behavior when interacting
- Apply appropriate personal decision-making skills
- Recognize the importance of each individual to the group
- Evaluate the consequences of decisions
- Define the Earth as being made up of land and water
- Be introduced to other people and places
- Recognize human needs
- Define family in various ways
- State how people are more alike than different

Proficiency Levels

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Enduring Understandings:

Understand the difference between familiar and formal greetings in Spanish.
Analyze the differences between the Spanish and American alphabets.
Understand why the verb “hacer” (to make) is used in weather expressions
Establish a routine by using Spanish in the classroom.

Essential Questions :

Why do people in Spanish-speaking countries use formal and informal greetings? Why are there more letters in the Spanish alphabet than in the English alphabet?

Why is Spanish spoken in Guinea Ecuatorial , Filipinas, and Guam, if they are not located in Central or South America?

How do culture differences among Spanish speaking countries and the United States impact communication?

Career Readiness, Life Literacies, and Key Skills Practices

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4 Life Literacies and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

New Jersey Student Learning Standards

CRLKSP 1 Act as a responsible and contributing community members and employee. Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace.

They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Student Learning Goals/Objectives:	
<p>Students will know....</p> <ul style="list-style-type: none"> -Vocabulary: greetings, farewells, responses to introduction questions, days of the week, numbers from zero to ten, classroom words and phrases, weather -Spanish-speaking countries, capitals, and locations 	<p>Students will be able to (do)...</p> <ul style="list-style-type: none"> -Greet people and say goodbye -Introduce themselves and others -Ask and say how to spell names using the alphabet -Say where they are from -Exchange phone numbers using numbers from zero to nine -Say what day of the week it is -Describe the weather -Respond to classroom instructions -Locate Spanish countries on a map -Follow directions in a Spanish class -Understand what cognates are
Key Vocabulary and Terms:	
<p>Greetings and salutations: <i>Buenos días, buenas noches, buenas tardes, hola, adios, hasta luego, hasta mañana</i></p> <p>How are you: <i>¿Cómo estás? ¿Cómo está? ¿Qué tal? Bien, mal, mas o menos, muy bien, regular, ¿y tú?, ¿Y Ud.? ¿Qué pasa?</i></p> <p>Introductions: <i>¿Cómo te llamas? ¿Cómo se llama? Me llamo, Se llamo, Te presento, Le presento, El gusto es mio, encantado(a), igualmente, mucho gusto, ¿Quién es? Es</i></p> <p>Days: <i>¿Qué día es? Hoy, Mañana, lunes, martes, miércoles, jueves, Viernes, sábado, domingo, la semana</i></p> <p>Exchange numbers: <i>¿Cuál es tu/su número de teléfono? Mi número es, cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i></p>	
<p>Weather: <i>¿Qué tiempo hace? Hace – sol, calor, frio, nublado, viento. Llueve, Nieva.</i></p> <p>Say where from: <i>¿De dónde eres? ¿De dónde es? ¿De dónde es Ud? Soy de.., Es de..</i></p> <p>Other: <i>la clase, la señora, la señorita, el señor, el maestro(a) de español, el pais, perdón, por favor, gracias, de nada, sí, no</i></p>	

Assessment Evidence:	
<p>Formative</p> <ul style="list-style-type: none"> -Students will prepare mini dialogues to be presented to the rest of the class, which will include greetings, good-byes, questions and answers on how they are feeling. -Students will recite the Spanish alphabet and spell their names using the Spanish alphabet -Students will identify Spanish speaking countries on a map. -Students will work in small groups to create a weather chart. The chart will include words to describe different types of weather, as well as a picture to represent each phrase. -Model classroom commands and students will obey them. 	<p>Summative Assessment Measures: <i>*Include Benchmarks</i></p> <ul style="list-style-type: none"> -Tests, quizzes, listening comprehension activities/quizzes, homework, cooperative learning activities, bell ringers. -Students will do the Para y piensa at the end of each section to see how well they understand a lesson. -Peer assessment – with a partner after each para y piensa, they will exchange papers to correct errors and go over with their partner. -Use my.hrw.com and practice on-line -Quarterly project
Teaching and Learning Actions:	
1. Greetings	Students will be divided into groups of three or four and prepare mini-dialogues to be presented to the rest of the class. Dialogues must include proper greetings, good-byes, and questions/answers on how the people are doing. 5 days
2. Alphabet	Students will spell their names and the days of the week using the Spanish alphabet quiz 3 days
3. Spanish speaking countries	Point out on map countries and list their capitals quiz 4 days
4. Numbers	Listening activity Workbook activities Students to say their phone number quiz 4 days

5. Vocabulary

Included in each section above
Listening activities with new vocab
Workbook activities
My.hrw.com
quiz
5 days

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources:	
Textbook: ¡Avancemos! 1 Workbook: ¡Avancemos! 1 Workbook: Vocab Drills Videos, games, quizzes, flashcards from my.hrw.com Internet Text: Avancemos 1 Listening, reading	
Suggested Time Frame	21 days

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Spanish 1	Grade(s) 9,10,11,12
Unit Plan Title:	Un rato con los amigos (Some time with friends)- Unit 1- lesson 1,2	
Overview/Rationale		
Students will be able to have short conversations about activities people like and don't like to do. Students will also say where people are from. Using adjectives, they will be able to describe people and identify people and things. Students will be introduced to the meaning of conjugation and will learn how to change verbs according to whom they are about. From a cultural standpoint, students will focus on the Hispanic population in the US and how it affects our country.		
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Chromebooks, Google Educational tools (Classrooms, drive, docs, slides, voice), blog, youtube, elmo, google earth, google maps, prezi, powerpoint, cell phones

Interdisciplinary Standard(s) Number and Description

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Some suggestions for content-based topics that may be used:

- Art
- Draw with various media
- Observe art work

- Language Arts
- Follow a one-step oral direction
- Compare and contrast language
- Recall presented materials

- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions
- Read and respond to different types of literature
- State purpose for listening to a story
- Expand vocabulary
- Recall sequence of events
- Identify/restate details

- Mathematics
- Reason, connect mathematical understandings
- Observe/compare by measurable attributes
- Count objects
- Represent quantities
- Model number composition
- Music
- Sing songs in a limited range
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Enduring Understandings:

Understand how local agriculture affects the Mexican food that people eat in Texas. Differentiate between masculine and feminine adjectives.

Relate to other students in the classroom when describing themselves.

Recognize whom is being spoken about when conjugating a verb and not using subject pronouns.

Essential Questions :

How have Latino performers and athletes affected popular culture in the US?

What impact does gender have on the Spanish language?

Career Readiness, Life Literacies, and Key Skills Practices

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	<p>They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p> <p>CRLKSP 9 Work productively in teams while using cultural/global competence.</p> <p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings</p>
Student Learning Goals/Objectives:	
<p>Students will know....</p> <ul style="list-style-type: none"> -Vocabulary: greetings, farewells, responses to introduction questions, days of the week, numbers from zero to ten, classroom words and phrases, weather -Spanish-speaking countries, capitals, and locations 	<p>Students will be able to (do)...</p> <ul style="list-style-type: none"> -Tell where people are from -Say what people like and don't like to do -Use subject pronouns -Conjugate the verb ser -Use de to say where people are from -Use gustar with an infinitive -Describe themselves -Identify people and things -Use definite and indefinite articles -Use noun-adjective agreement -Locate places in the UD with Spanish names
Key Vocabulary and Terms:	
<p>Activities: alquilar, andar, aprender, beber, comer, comprar, correr, descansar, dibujar, escribir, escuchar, estudiar, hablar, hacer, jugar, leer, mirar, montar, nadar, pasear, patinar, practicar, preparar, tocar, trabajar</p> <p>Foods: agua, fruta, galleta, helado, jugo, papas fritas, pizza, refresco</p> <p>Say what like/don't like to do: Me gusta, no me gusta, te/le</p> <p>Other: la actividad, antes, despues, la escuela, mas, o, pero, tambien, muy, un poco, porque, todos</p> <p>People: el/la amigo/a, chico/a, el/la estudiante, el hombre, la mujer, la persona</p> <p>Personality: artístico, atlético, Bueno, cómico, desorganizado, estuudioso, inteligente, malo, organizado, perezoso, serio, simpatico, trabajador</p> <p>Appearance: alto, bajo, bonito, grande, guapo, joven, pelirrojo, pequeño, Viejo, tengo el pelo castaño/rubio</p>	

Assessment Evidence:	
<p>Formative</p> <ul style="list-style-type: none"> -Students will choose 4 of their friends to write about. They will write two sentences about each – saying where they are from using their names and the other about what they like to do using a subject pronoun - ,After introducing adjectives, students are to reflect on their own traits and personalities by creating a personality poster. They should include a photo and pictures or drawing of things they like. They should also write sentences to describe themselves. -Students will write a paragraph about their favorite celebrity – including information about where the person is from, what he/she likes to do, and a description. Students will read their paragraph to the class and have the class guess the identity. -Model classroom commands and students will obey them. 	<p>Summative Assessment Measures: *Include Benchmarks</p> <ul style="list-style-type: none"> -Tests, quizzes, listening comprehension activities/quizzes, homework, cooperative learning activities, bell ringers. -Students will do the Para y piensa at the end of each section to see how well they understand a lesson. -Peer assessment – with a partner after each para y piensa, they will exchange papers to correct errors and go over with their partner. -Use my.hrw.com and practice on-line -Quarterly project
Teaching and Learning Actions:	
Title	Descriptions with Modification, number of days, etc.
1.Noun –adjective agreement	Activities p. 63-69 Workbook activities Listening activities Interactive activities with class 5 days
2. US Cities	Students will identify cities with Spanish names located in the US – refer to p28-31 1day
3 Activities they like to do	Students will say what they and their friends like to do. P.32-36/42-43 4days

4. Ser	Describe themselves and friends. P.37-41 Listening activities Workbook activities quiz 6days
5.Cultural comparisons	How do cultural traditions affect an artist's work – p68 Language, math – p.59 3 days
6. Vocabulary	Included in each section above and p.51,75 Listening activities with new vocab Workbook activities My.hrw.com 6 days

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources:

Textbook: ¡Avancemos! 1

Workbook: ¡Avancemos! 1

Workbook: Vocab Drills

Videos, games, quizzes, flashcards from my.hrw.com

Internet

Text: Avancemos 1 Listening, reading

Suggested Time Frame:

25 days

**D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Spanish 1	Grade(s) 9,10,11,12
Unit Plan Title:	Vamos a la escuela (Let’s go to school)- Unit 2- lesson 1,2	
Overview/Rationale:		
Students will be able to have short conversations about their daily schedules using time and subjects. Students will also describe their class and what objects they need for each course. Students will continue to conjugate verbs in the present tense so they can tell others what they have and what they do. Culturally – the focus will be on Mexico.		

Standard(s) Number and Description
<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands and requests.</p> <p>7.1.NL.IPRET.3: Recognize common gestures associated to the target culture.</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to the weather and climate in the target culture and in students' own cultures in highly contextualized texts.</p> <p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p> <p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures and visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave taking.</p> <p>7.1.NL.PRSNT.4: State the name of a few memorized and practiced words and phrases related to climate change in the target culture and in students' own cultures.</p>
Technology Standard(s) Number and Description
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration</p> <p>Chromebooks, Google Educational tools (Classrooms, drive, docs, slides, voice), blog, youtube, elmo, google earth, google maps, prezzi, powerpoint, cell phones</p>

Proficiency Levels

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Enduring Understandings: What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?

- Students will discuss different school systems in the Spanish-speaking world.
- describe frequency using the necessary expressions.
- explain what they have and have to do.
- identify locations while using the verbs “estar” and “ir”.

Essential Questions :

Why do some schools require uniforms? How does the way students dress reflect a culture? What are some of the benefits and drawbacks of having a school uniform?

Why is it acceptable not to use subject pronouns in Spanish, while it is necessary to use them in English?

How would your community be represented in a mural by Diego Rivera?

Career Readiness, Life Literacies, and Key Skills Practices

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4 Life Literacies and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

New Jersey Student Learning Standards

CRLKSP 1 Act as a responsible and contributing community members and employee. Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving

them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings

Student Learning Goals/Objectives:	
<p>Students will know....</p> <ul style="list-style-type: none"> -Vocabulary: telling time, daily schedules, school subjects, classroom activities, frequency words, classroom objects, location, feelings, places in school. -What students wear to school in Mexico. -Mexican mural painter Diego Rivera and his wife, artist Frida Kahlo. 	<p>Students will be able to (do)...</p> <ul style="list-style-type: none"> -Discuss daily schedules. -Ask and tell time. -Use verbs “tener” and “tener que”. -Use expressions of frequency in communication. -Form the present tense of regular verbs ending in “ar”. -Describe classes and classroom objects. -Describe where things are located using the verb “estar”. -Discuss where people are going using the verb “ir”.
Key Vocabulary and Terms:	
<p>Time and schedule: <i>¿A qué hora es?, ¿Qué hora es?, a la(s)j, Es la/son las, de la mañana, de la tarde, de la noche, la hora, el horario, menos, el minute, y cuarto , y mediade vez en cuando, muchas veces, mucho, nunca, siempre,todos los días</i></p> <p>Classes and activities: <i>el arte, las ciencias, el español, la historia, el inglés, las matemáticas, contestar, enseñar, llegar, necesitar, sacar un Buena/mala nota, tomar apuntes, usar la computadora, aburrido, divertido, interesante</i></p> <p>Classroom objects: <i>el borrador, la calculadora, el cuaderno, el escritorio, el lápiz, el mapa, la mochila, el papel, el pizarrón, la pluma, la puerta, el reloj, la silla, la tiza, la ventana</i></p> <p>Locations: <i>al lado, cerca, debajo, delante, dentro, detrás, encima, lejos, el baño, la biblioteca, la cafeteria, el gimnasio, la oficina del director, el pasillo</i></p> <p>How one feels: <i>cansado, content, deprimido, emocionado, enojado, nervioso, ocupado, tranquilo, triste</i></p> <p>Other: <i>casí, ¿Cuántos?, difícil, en el examen, fácil, hay, mushos, tarde, temprano, tener que, ¿(A)dónde?, ¿Cuándo?, cuando, el problema</i></p> <p>Numbers: <i>once, doce, trece, catorce, quince, diecisies,.. veinte,treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien</i></p>	
Assessment Evidence:	
<p>Formative</p> <ul style="list-style-type: none"> -Students ask a partner about the classes they do and do not like and why. -Students will count how many people or things are being described. -Using a model clock, students will say what time it is. 	<p>Summative *Include Benchmarks</p> <ul style="list-style-type: none"> -Tests, quizzes, listening comprehension activities/quizzes, homework, cooperative learning activities, bell ringers. -Students will do the Para y piensa at the end of each section to see how well they understand a lesson.

<p>-Students will ask and answer questions about what they have to do during the week, at school, etc.</p> <p>-With a partner, students will visit the website of a bilingual or international school in Mexico. They will click on the home page to find additional information about school subjects offered, extracurricular activities and graduation requirements. They will then report their findings to the class.</p>	<p>-Peer assessment – with a partner after each para y piensa, they will exchange papers to correct errors and go over with their partner.</p> <p>-Use my.hrw.com and practice on-line</p> <p>-Quarterly project</p>
<p><i>Teaching and Learning Actions:</i></p>	
<p><u>Title</u> 1.Vocabulary</p>	<p><u>Description with Modifications, number of days, etc</u> Activities p86-90, 110-114 Workbook activities Listening activities Interactive activities with class 9 days</p>
<p>2 Verbs</p>	<p>Tener – p.91-95 AR verbs- p.96-98 Estar- p.115-119 Ir- p.120-124 Workbook, listening activities Quiz 15 days</p>
<p>3 Culture</p>	<p>Students will compare their town to the Mexican “zócalo”. Students will discuss school uniforms. Students will discuss murals and how they represent a community. Students will research, discuss Frida Kahlo and do their own self-portrait. 3 days</p>

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources:	
Textbook: ¡Avancemos! 1 Workbook: ¡Avancemos! 1 Workbook: Vocab Drills Videos, games, quizzes, flashcards from my.hrw.com Internet Text: Avancemos 1 Listening, reading	
Suggested Time Frame:	27 days

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Spanish 1	Grade(s) 9,10,11,12
Unit Plan Title:	Comer en familia (Eating with Family)- Unit 3- lesson 1,2	
Overview/Rationale		
Students will be able to have short conversations about foods and beverages. They will be able to conjugate verbs in the present tense of “er” and “ir” verbs and still be able to recall “ar” verbs. They will be able to use possessive adjectives and comparatives. Students will be able to identify family members. The cultural focus will be Puerto Rico.		
Standard(s) Number and Description		
7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bullet ed lists, and/or captions		
7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands and requests.		
7.1.NL.IPRET.3: Recognize common gestures associated to the target culture.		
7.1.NL.IPRET.4: Recognize a few memorized words related to the weather and climate in the target culture and in students’ own cultures in highly contextualized texts.		
7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.		
7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and		

phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4: React to a few procedural instructions, directions and commands in classroom situations.

7.1.NL.IPERS.5: Enact a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.6: Share with others the names of a few memorized practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures and visuals.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave taking.

7.1.NL.PRSNT.4: State the name of a few memorized and practiced words and phrases related to climate change in the target culture and in students' own cultures.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration
Chromebooks, Google Educational tools (Classrooms, drive, docs, slides, voice), blog, youtube, elmo, google earth, google maps, prezi, powerpoint, cell phones

Proficiency Levels

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
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- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Students will:

- understand how historical influences affect the food that people eat.
- express their feelings about food and drinks.
- compare people and things.
- recognize family members when using a family tree.

Essential Questions :

How do historical influences affect the food that people eat?

What do elections reveal about a culture?

How do portraits represent the people in a country?

Career Readiness, Life Literacies, and Key Skills Practices

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4 Life Literacies and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

New Jersey Student Learning Standards

CRLKSP 1 Act as a responsible and contributing community members and employee. Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

<p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p> <p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>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</p>	<p>Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p> <p>CRLLKSP 3 Consider the environmental, social and economic impacts of decisions. Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p> <p>CRLLKSP 4 Demonstrate creativity and innovation. Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> <p>CRLLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them. Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p> <p>CRLLKSP 6 Model integrity, ethical leadership and effective management. Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p> <p>CRLLKSP 7 Plan education and career paths aligned to personal goals. Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
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	<p>CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p> <p>CRLKSP 9 Work productively in teams while using cultural/global competence.</p> <p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings</p>
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Student Learning Goals/Objectives:	
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> -Vocabulary: meals, snacks, feelings, interrogatives, family, dates, pets -Possessive adjectives 	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none"> -Identify foods and beverages. -Express likes/dislikes about food.
<ul style="list-style-type: none"> Interrogatives -Comparatives -La Plaza de Colón -Rafael Tufino's artwork -Instruments from Puerto Rico and Peru. 	<ul style="list-style-type: none"> -Ask questions. -Identify family members. -Express possession. - Give dates. -Make comparisons. -Identify cultural landmarks in Puerto Rico. -Discuss elections in Puerto Rico. -Compare the "quinceañera" celebration in Peru and Puerto Rico

Key Vocabulary and Terms:	
<p>Meals and Foods: <i>el almuerzo, la bebida, la cena, compartir, la comida, el desayuno, vender, el café, el cereal, el huevo, el jugo de naranja, la leche, el pan, el yogur, la hamburguesa, el sandwich de jamón y queso, la sopa, la banana, la manzana, las uvas</i></p> <p>Describe feelings: <i>tener ganas de, tener hambre, tener sed</i></p> <p>Family: <i>abuelo/a, la familia, hermano/a, hijo/a, la madrastra, la madre, el padrastro, el padre, los padres, el primo, tío/a,</i></p> <p>Ask Questions: <i>¿Cuál es la fecha?</i></p> <p>Other: <i>vivir, ya</i></p> <p>Pets: <i>el gato, el perro</i></p> <p>Numbers: <i>dos cientos – millón</i></p> <p>Months</p>	
Assessment Evidence:	
<p>Formative</p> <ul style="list-style-type: none"> -Students ask a partner about the foods they do and do not like and why. -Students will be shown pictures of food and identify the foods. - Students will work in groups of three to create a menu and then create a short restaurant scene to be presented to the class. -Students will write sentences describing their favorite person – family, friend, etc – using a possessive adjective and subject/adjective agreement. 	<p>Summative *Include Benchmarks</p> <ul style="list-style-type: none"> -Tests, quizzes, listening comprehension activities/quizzes, homework, cooperative learning activities, bell ringers. -Students will do the Para y piensa at the end of each section to see how well they understand a lesson. -Peer assessment – with a partner after each para y piensa, they will exchange papers to correct errors and go over with their partner. -Use my.hrw.com and practice on-line -Quarterly project
<ul style="list-style-type: none"> -In groups of two, students will write a comparison for each comparative phrase learned, put on board and explain them to the class. 	

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

<u>Title</u>	<u>Description with Modifications, number of days, etc.</u>
1.Vocabulary	Activities p.140-146,164-168 Workbook activities Listening activities Interactive activities with class Quiz 9 days
2. Verbs	Gustar- p.145-149 ER/IR verbs – p.150-154 quiz 12 days
3. Possessives	Possessive adjectives p.169-170 2 days
4. time/days/numbers	p.165,171-173 3 days
5. Comparisons	p.174-176 2 days
6. Culture	Puerto Rico – p.138-139,146,152,158,170,176,182 5 days

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources:

Textbook: ¡Avancemos! 1

Workbook: ¡Avancemos! 1

Workbook: Vocab Drills

Videos, games, quizzes, flashcards from my.hrw.com

Internet

Text: Avancemos 1 Listening, reading

Suggested Time Frame:

33 days

**D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

	Spanish 1	Grade(s) 9,10,11,12
Unit Plan Title:	En el centro (Downtown) – Unit 4, lecciones 1,2	
Overview/Rationale		
Students will be able to have short conversations about clothing and what they wear at different times of the year. They will describe how to get to various places in a city. They will be able to discuss and order from a menu. Students will recall the three types of regular verbs and learn how to use stem-changing verbs. The cultural aspect will include the impact that Spain had in other Spanish speaking countries.		
Standard(s) Number and Description		
7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions		
7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands and requests.		
7.1.NL.IPRET.3: Recognize common gestures associated to the target culture.		
7.1.NL.IPRET.4: Recognize a few memorized words related to the weather and climate in the target culture and in students’ own cultures in highly contextualized texts.		
7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.		
7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.		
7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.		
7.1.NL.IPERS.4: React to a few procedural instructions, directions and commands in classroom situations.		
7.1.NL.IPERS.5: Enact a few procedural instructions, directions, and commands in classroom situations.		
7.1.NL.IPERS.6: Share with others the names of a few memorized practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures.		
7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.		
7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures and visuals.		
7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave taking.		
7.1.NL.PRSNT.4: State the name of a few memorized and practiced words and phrases related to climate change in the target culture and in students’ own cultures.		

Technology Standard(s) Number and Description
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration Chromebooks, Google Educational tools (Classrooms, drive, docs, slides, voice), blog, youtube, elmo, google earth, google maps, prez, powerpoint, cell phones
Proficiency Levels
<p>The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.</p> <ul style="list-style-type: none">• Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.• Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.• Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.• Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.• Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.• Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.• Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Enduring understandings:

Students will:

- describe clothing according to the price and the season.
- compare and contrast the artists Velazquez and Picasso and their different perspectives of “Las meninas” .
- identify locations in a city and say how to get to each one.
- label items on a menu

Essential Questions :

How might dreams influence an artist’s work?

Why would an artist create his version of another artist’s work? Do local markets reflect the culture of an area? How?

Career Readiness, Life Literacies, and Key Skills Practices

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4 Life Literacies and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze,

New Jersey Student Learning Standards

CRLKSP 1 Act as a responsible and contributing community members and employee. Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

and use creative skills and ideas

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and

	<p>execution of career and personal goals.</p> <p>CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p> <p>CRLKSP 9 Work productively in teams while using cultural/global competence.</p> <p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings</p>
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Student Learning Goals/Objectives:	
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> -Vocabulary: shopping, clothing, seasons, locations, transportation, menus. -Direct object pronouns. -Surrealism -Salvador Dali -Antonio Colinas -Local markets in Spain and Guatemala 	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none"> -Explain what they wear in different seasons. -Describe places and events in town. -Choose between different types of transportation, -Order from a menu. -Conjugate stem-changing verbs. -Use different perspectives from music, health, language to understand the Arab influence in Spain.

Key Vocabulary and Terms:

Talk about shopping: el centro comercial, el dinero, el dólar, el euro, ir de compras, pagar, el precio, la tienda

Expressions with tener – calor, frío, razón

Clothing: la blusa, los calcetines, la camiseta, la chaqueta, feo, el gorro, los jeans, llevar, Nuevo, los pantalones, los pantalones cortos, la ropa, el sombrero, el vestido, los zapatos

Colors: Amarillo, anaranjado, azul, blanco, marron, negro, rojo, verde

Seasons: la estación, el invierno, el otoño, la primavera, el verano

Around town: el café, el centro, el cine, el parquet, el restaurant, el teatro, el concierto, las entradas, la música rock, la película, la ventanilla, a pie, la calle, en autobus, en coche, encontrar, tomar

Restaurant: el camarero, costar, la cuenta, de postre, el menu, el plato principal, la propina, el arroz, el bistec, el brócoli, la carne, la ensalada, los frijoles, el pastel, la patata, el pescado, el pollo, el tomate, las verduras, pedir, servir

Other: durante, cerrar, empezar, entender, pensar, preferir, querer, allí, almorzar, aquí, dormir, el lugar, poder, tal vez, ver, volver

Assessment Evidence:

Formative

- Students will use the verbs “tener” and “gustar” to talk about clothing. In pairs, they will describe clothing and present it to the class as a fashion show.
- With a partner, research info about a well-known Spanish or Latin American surrealist painter (ie – Dali, Matta) and share the info with the class showing at least 2 examples of his/her work.
- Students will create their own surrealist painting

Summative *Include Benchmarks

- Tests, quizzes, listening comprehension activities/quizzes, homework, cooperative learning activities, bell ringers.
- Students will do the Para y piensa at the end of each section to see how well they understand a lesson.
- Peer assessment – with a partner after each para y piensa, they will exchange papers to correct errors and go over with their partner.
- Use my.hrw.com and practice on-line
- Quarterly project

<i>Teaching and Learning Actions:</i>	
Title	Description with Modifications, number of days, etc.
6. Vocabulary	Vocab activities-listening, reading, writing-p.194-198, 218-222 Fashion show 8 days
7. Grammar	Stem-changing verbs –p.199-203, 223-232 Direct object pronouns – p.204-208 Writing, reading, listening activities quiz 9 days
8. Culture	Information on Spain-190-191, 234-236 and expand Spain – lunch/siesta/shopping –p.192-193,225 Art- surrealism and Dali- p.203,230 Climates –p.206 Arab Influence-p.212 7 days
Modifications <u><i>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</i></u>	

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources:

Textbook: ¡Avancemos! 1

Workbook: ¡Avancemos! 1

Workbook: Vocab Drills

Videos, games, quizzes, flashcards from my.hrw.com

Internet

Text: Avancemos 1 Listening, reading

Suggested Time Frame:

24 days

**D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)



HS SPANISH II

CURRICULUM

**Middle Township Public School
216 S. Main Street
Cape May Court House, NJ 08210**

Content Area:	Spanish 2	Grade(s) 9,10,11,12
Unit Plan Title:	Mis amigos y yo! (My friends and I) – preliminar	
Overview/Rationale:		
Students will review the grammar and vocabulary from Spanish 1. They will focus on the Hispanic population in Florida for the cultural aspect.		
Standard(s) Number and Description		
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 target materials.		
7.1.NM.IPRET.2: Respond to 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 content of short messages that they hear, view, and read in predictable culturally authentic materials.		
7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.		
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words or phrases.		
7.1.NM.IPERS.2: Share basic needs on very familiar topics and words, phrases and short memorized, formulaic sentences practiced in class.		
7.1.NM.IPERS.3: Express one’s own and react to other’s 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 language(s) native speakers when greeting others, during leave takings, and 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 practiced words, phrases, and simple, formulaic sentences.		
7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.		
7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases and short memorized formulaic sentences practiced in class.		
7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.PRSNT.5: Present information from age-and level- appropriate, culturally authentic materials orally or in writing.		
7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.		

Technology Standard(s) Number and Description
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration</p> <p>Chromebooks, Google Educational tools (Classrooms, drive, docs, slides, voice), blog, YouTube, elmo, google earth, google maps, Prezi, PowerPoint, cell phones</p>
<h3>Proficiency Levels</h3> <p>The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.</p> <ul style="list-style-type: none">• Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.• Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.• Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.• Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.• Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.• Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.• Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Enduring Understandings

Students will:

- understand the Cuban influence of Cuban artists in Miami.
- express what they and others like and don't like.
- identify and describe themselves and others.
- describe how they and others feel.

Essential Questions :

What is the influence of the Cuban community in Florida?

How do artists participate in community events where you live?

Career Readiness, Life Literacies, and Key Skills Practices

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4 Life Literacies and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.3: Investigate new challenges and opportunities for

New Jersey Student Learning Standards

CRLLKSP 1 Act as a responsible and contributing community members and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it

personal growth, advancement, and transition

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

relates to the impact on the social condition, the environment and the profitability of the organization.

CRLLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings

Student Learning Goals/Objectives:

Students will know....

- Vocabulary: people, appearances, qualities, activities, locations, descriptions, food
- definite and indefinite articles*
- subject pronouns*
- adjectives*
- present tense verb endings*
- La Calle Ocho*

Students will be able to (do)...

- Use the verb *gustar*
- Use the regular verbs in the present tense
- say where they and others go
- say what they and others do

Key Vocabulary and Terms:

People/qualities/appearances:

el director de la escuela, el hombre, el maestro, la mujer, alto, bajo, pelirrojo, rubio, artístico, atlético, bonito, Cómico

Assessment Evidence:	
<p>Formative</p> <ul style="list-style-type: none"> -Students will practice noun-adjective agreement by changing from masculine to feminine and singular to plural. - Several students will go to the board and list the endings for “ar”, “er”, and “ir” verbs, then in pairs students will conjugate verbs given to them and form sentences and share with the class. -Students will choose a sentence from a given box to complete given conversations. -Point out Spanish-speaking countries on a map as well as cities in the US with a high % of Spanish speakers. - Combine elements from three or four columns (as provided by the teacher) and write four logical sentences. -Students will analyze and explain the differences and similarities of adjectives in English and Spanish -Students will interview another teacher about his/her likes and dislikes and present to the class. 	<p>Summative *Include Benchmarks</p> <ul style="list-style-type: none"> -Tests, quizzes, listening comprehension activities/quizzes, homework, cooperative learning activities, bell ringers. -Students will do the Para y piensa at the end of each section to see how well they understand a lesson. -Peer assessment – with a partner after each para y piensa, they will exchange papers to correct errors and go over with their partner. -Use my.hrw.com and practice on-line -Presentations from interviews -Quiz -Test
Teaching and Learning Actions:	
Title	Description with Modifications, number of days, etc.
11. Present tense and grammar	Activities in book p.2-12,16— 28 Listening, reading, writing activities from workbooks and my.hrw.com 16 days
12. Vocabulary	Activities in book- p.2-3,6-7,10-11,14-15,18-19,22-23,26-27,29-31 Workbook and listening activities Sidebar practice activities as provided by the teacher 5 days

13. Hispanic Influences in the US	Listening comprehension activities p.1 Discuss the art of Calle Ocho – p.12 Read, analyze, compare differences to where students live 3 days
14. Tests/quizzes	Recall quizzes Test- listening/reading/writing 2 days
Modifications <u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u> <i>Individualized Education Plans (IEPs):</i> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices ⇒ Visual aids ⇒ Modeling ⇒ Guided note-taking ⇒ Study Guides ⇒ Modified homework ⇒ Differentiated pre-typed class notes and example problems <i>Advanced/Gifted Students:</i> <ul style="list-style-type: none"> ⇒ Open-ended responses ⇒ Curriculum Compacting ⇒ Advanced problems to extend the critical thinking skills of advanced learner ⇒ Supplemental reading material for independent study ⇒ Flexible grouping ⇒ Tiered assignments 	

Resources:	
Textbook: ¡Avancemos! 2 Workbook: ¡Avancemos! 2 Workbook: Verb Drills: Present Videos, games, quizzes, flashcards from my.hrw.com Internet	
Suggested Time Frame:	26 days

**D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Spanish 2	Grade(s) 9,10,11,12
Unit Plan Title:	A conocer nuevos lugares! (Getting to know new places) – Unidad 1- leccion1,2	
Overview/Rationale		
Students will discuss travel preparations and talk about things they do at an airport. Students will be able to say where they went and what they did by using the preterit tense. Students will be able to talk about and the culture and geography of Costa Rica.		
Standard(s) Number and Description		
<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 target materials.</p> <p>7.1.NM.IPRET.2: Respond to 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 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 or phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics and words, phrases and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to other’s 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 language(s) native speakers when greeting others, during leave takings, and daily interactions.</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 practiced words, phrases, and simple, formulaic sentences.

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases and short memorized formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age-and level- appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration
Chromebooks, Google Educational tools (Classrooms, drive, docs, slides, voice), blog, youtube, elmo, google earth, google maps, prezi, powerpoint, cell phones

Interdisciplinary Standard(s) Number and Description

Proficiency Levels

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Enduring Understandings:

Students will:

- discuss travel preparations.
- Identify places around town.
- use interrogative words to ask for information.
- explain what they and others did in the past.

Essential Questions :

How does art reflect life and the values of a country?

Why do you think that a country should preserve its nature?

What relationship do the geography and climate of a country have with its traditional plates?

Career Readiness, Life Literacies, and Key Skills Practices

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4 Life Literacies and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

New Jersey Student Learning Standards

CRLKSP 1 Act as a responsible and contributing community members and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear

	<p>understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p> <p>CRLKSP 7 Plan education and career paths aligned to personal goals. Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p> <p>CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively. Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p> <p>CRLKSP 9 Work productively in teams while using cultural/global competence. Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -Vocabulary: Items needed to travel, travel preparations, locations around town, airport, vacation activities, lodging, gifts and souvenirs -Direct and indirect object pronouns -Artwork of Adrian Gomez and Jeanette Carballo -Natural Parks in Costa Rica and Chile 	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none"> -Use definite and indefinite articles. - Use the "personal a". -Talk about activities at an airport. -Use prepositions to identify location. -Conjugate "ar" verbs and irregular verbs in the preterit tense. -Say where they went and what they did. - Buy gifts and souvenirs.

Key Vocabulary and Term:

At the Airport: *abordar, el aeropuerto, el auxiliar de vuelo, facturar el equipaje, hacer cola, la pantalla, el pasajero, pasar por seguridad, la Puerto, la salida, el vuelo, la llegada, pasar por la aduana, el reclamo de equipaje*

Around town: *Por favor, ¿dónde queda..?, la estación de tren, la oficina de turismo, la parada de autobus, tomar un taxi*

Vacation activities: *acampar, dar una caminata, estar de vacaciones, hacer una excursion, mandar tarjetas postales montar a caballo, pescar, el tiempo libre, tomar fotos, el turista, ver las atracciones, visitar un museo*

Vacation Lodgings: *el alojamiento, el ascensor, la habitación (doble/individual), hacer/tener una reservación, el hostel, el hotel, la llave, la recepción*

Buying: *bello, caro, demasiado, el dinero en efectivo, el Mercado al aire libre, regatear, la tarjeta de crédito*

Describe the past: *anteayer, ayer, el año pasado, el mes pasado, la semana pasada*

Expressions: *Le dejó..en.., me gustaría, ¿Podría ver..?, ¡Qué..!*

Assessment Evidence:

Formative

- Students will draw five items they would pack to take on a vacation. They will then pair up with another student who will ask them “¿Qué pones en tu maleta?” The student will respond by naming the items that his/her partner drew.
- Students will be divided into groups of three or four and choose an area in Costa Rica they would like to visit. They will plan a skit at a travel agency and plan the itinerary. They will present the skit to the class.
- Students will be given sentences in which they have to identify the direct object. They will then rewrite the sentences, replacing the direct object with a direct object pronoun.
- Students will be given sentences in the present tense. In pairs, they will read the sentences, pick out the verb and rewrite the sentences in the preterit tense. Each group will then read the sentences to the class and explain what they changed and how it changed the meaning of the sentence.
- Students will write a short paper explaining what they did over

Summative *Include Benchmarks

- Tests, quizzes, listening comprehension activities/quizzes, homework, cooperative learning activities, bell ringers.
- Students will do the Para y piensa at the end of each section to see how well they understand a lesson.
- Peer assessment – with a partner after each para y piensa, they will exchange papers to correct errors and go over with their partner.
- Use my.hrw.com and practice on-line
- Presentations from interviews
- Quiz
- Test

<p>break. They will exchange papers with a classmate, and make any necessary corrections and hand the paper back. Then students will volunteer to read their letters.</p> <p>-Students will write a journal entry on what they did last week. Students should include the irregular verbs as well as four “ar” verbs.</p> <p>-Students will create a poster for a travel agency that advertises trips to Costa Rica. Posters should include illustrations and informative captions.</p>	
<i>Teaching and Learning Actions:</i>	
Title	Description with Modifications, number of days, etc.
16. Preterit tense and grammar	<p>Activities in book p40- personal “a”/p.41-45- direct object pronouns/p.46-48– indirect object pronouns</p> <p>p.65-75- preterit tense</p> <p>Listening, reading, writing activities from workbooks and my.hrw.com</p> <p>17 days</p>
17. Vocabulary	<p>Activities in book- p36-40,57,60-64,80</p> <p>Workbook and listening activities</p> <p>Presentations</p> <p>Sidebar practice activities as provided by the teacher</p> <p>9 days</p>
18. Cultural Connections	<p>Costa Rica: la Pura vida, Playa Hermosa, National parks, destinations, artists</p> <p>p.32-33(+ cultura interactive),34-35,42,48,52-53,,54,66,72,76-78</p> <p>5 days</p>
19. Tests/quizzes	<p>Recall quizzes</p> <p>Test- listening/reading/writing</p> <p>2 days</p>

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources:

Textbook: ¡Avancemos! 2
Workbook: ¡Avancemos! 2
Workbook: Verb Drills: Present
Videos, games, quizzes, flashcards from my.hrw.com
Internet

Suggested Time Frame:

33 days

**D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)*

Content Area:	Spanish 2	Grade(s) 9,10,11,12
Unit Plan Title:	Somos saludables (We are healthy) – Unidad 2 – leccion 1,2	
Overview/Rationale		
Students will be able to discuss sporting events and athletes and ways to stay healthy. Students will discuss their daily routines using both the present and the past. The cultural them for this unit is Argentina and the World Cup.		
Standard(s) Number and Description		
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 target materials.		
7.1.NM.IPRET.2: Respond to 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 content of short messages that they hear, view, and read in predictable culturally authentic materials.		
7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.		
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words or phrases.		
7.1.NM.IPERS.2: Share basic needs on very familiar topics and words, phrases and short memorized, formulaic sentences practiced in class.		
7.1.NM.IPERS.3: Express one’s own and react to other’s 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 language(s) native speakers when greeting others, during leave takings, and 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 practiced words, phrases, and simple, formulaic sentences.		
7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.		
7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases and short memorized formulaic sentences practiced in class.		
7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.PRSNT.5: Present information from age-and level- appropriate, culturally authentic materials orally or in writing.		
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Chromebooks, Google Educational tools (Classrooms, drive, docs, slides, voice), blog, youtube, elmo, google earth, google maps, prezi, powerpoint, cell phones

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- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Enduring Understandings

Students will:

- discuss ways to stay healthy.
- express their feelings for specific sports.
- discuss their daily routine.
- say what others are doing or plan on doing.

Essential Questions :

How do comic strips represent culture of a country?

How does an artist use abstract art to communicate?

What are popular sports or activities in your community?

Career readiness, Life Literacies and Key Skills Practices

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4 Life Literacies and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

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New Jersey Student Learning Standards

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Students take regular action to contribute to their personal financial well-being,

other aspects of society

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

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CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career

	<p>interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p> <p>CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p> <p>CRLKSP 9 Work productively in teams while using cultural/global competence. Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings</p>
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Student Learning Goals/Objectives:	
<i>Students will know...</i>	<i>Students will be able to (do)...</i>
<ul style="list-style-type: none"> -Vocabulary: sporting events, sports competitions, sports equipment, ways to stay healthy, describing athletes, emotions,, dail routines, parts of the body, personal care items. -Culture- sports and Argentinean culture in the art of Antonio Berni, the history of the World Cup -Demonstrative adjectives and pronouns 	<ul style="list-style-type: none"> -Talk about sporting events and athletes. -Point out specific people and things. -Retell events from the past. -Conjugate “er” and “ir” verbs in the preterit. -Conjugate reflexive verbs. -Use the present progressive. -Form adverbs with “mente”. -Clarify the sequence of events.

Key Vocabulary and Terms:

Sporting events: *el campeonato, el ciclismo, la competencia, competir, estar empatado, jugar en equipo, meter un gol, el premio, la Copa Mundial, los Juegos Olimpicos, Los Juegos Panamericanos*

Sports Equipment: *la pista, la red, el uniforme*

Emotions: *Ay, por favor!, Bravo!, Dale!, Uy!*

Describe Athletes: *active, el deportista, lento, musculoso, rápido*

Ways to stay healthy: *es Bueno, es importante, es necesario, hacer ejercicio, mantenerse en forma, saludable, seguir una dieta balanceada*

Daily routines: *acostarse, afeitarse, apagar la luz, arreglarse, bañarse, cepillarse los dientes, despertarse, dormirse, ducharse, encender la luz, entrenarse, lavarse, levantarse, maquillarse, peinarse, ponerse la ropa, la rutina, secarse, tener prisa, tener sueño*

Body parts: *la cara, el codo, el cuello, el dedo, el dedo del pie, el diente, la garganta, el hombro, la muñeca, el oído, la uña*

Personal care items: *el cepillo/de dientes, el champú, la crema de afeitar, el desodorante, el jabón, la pasta de dientes, el peine, el secador de pelo, la toalla*

Sequence of events: *primero, entonces, luego, más tarde, por fin*

How often: *a veces, frecuentemente, generalmente, normalmente*

Assessment Evidence:

Formative

- Students will tell a partner their preferred activities and how long they have been practicing/playing it
- Students will compare the Tour de France with the Vuelta a España and in pairs, map it out on a map of Spain.
- Students will think about what they do regularly and whether or not they have healthy habits. They will list activities and foods that they have done/eaten over the last 2 days and compare the list with a partner and determine which activities and foods contribute to a healthy lifestyle.
- Students will identify proximity of items/people in the classroom.
- Students will draw a picture of the place or activity that they enjoy. They will then write a caption stating what is happening, using the present progressive.

Summative *Include Benchmarks

- Tests, quizzes, listening comprehension activities/quizzes, homework, cooperative learning activities, bell ringers.
- Students will do the Para y piensa at the end of each section to see how well they understand a lesson.
- Peer assessment – with a partner after each para y piensa, they will exchange papers to correct errors and go over with their partner.
- Use my.hrw.com and practice on-line
- Presentations from interviews
- Quiz
- Test

<ul style="list-style-type: none"> -Rewrite sentences from the present to the preterit and the present progressive. -Students will draw their own abstract painting and describe it in Spanish. -In groups students will make a comic strip about school. 	
<i>Teaching and Learning Actions:</i>	
Title	Description with Modifications, number of days, etc.
21. Preterit tense and grammar	Activities in book 95- preterit of “er””ir”-99,104-105, 100-103- demonstrative adjectives, p.111 p.118-123 reflexives Listening, reading, writing activities from workbooks and my.hrw.com 17 days
22. Vocabulary	Activities in book- 90-94,110,114-118 Workbook and listening activities Presentations Sidebar practice activities as provided by the teacher 10 days
23. Cultural Connections	p.106-107-La Copa Mundial p.102- Antonio Berni p.120- abstract and Solar 5 days
24. Tests/quizzes	Recall quizzes Test- listening/reading/writing 2 days

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources:

Textbook: ¡Avancemos! 2

Workbook: ¡Avancemos! 2

Workbook: Verb Drills: Present

Videos, games, quizzes, flashcards from my.hrw.com

Internet

Suggested Time Frame

34 days

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Spanish 2	Grade(s) 9,10,11,12
Unit Plan Title:	Vamos de compras (Let's go shopping) – Unidad 3 – leccion 1,2	
Overview/Rationale		
Students will be able to discuss clothing, shopping and personal needs. They will be able to express their opinions about items they are buying. Students will continue to talk about things in the past as well as the present. This unit's cultural focus is Puerto Rico.		
Standard(s) Number and Description		
<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 target materials.</p> <p>7.1.NM.IPRET.2: Respond to 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 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 or phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics and words, phrases and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to other's 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 language(s) native speakers when greeting others, during leave takings, and 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 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> <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>		

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration
Chromebooks, Google Educational tools (Classrooms, drive, docs, slides, voice), blog, YouTube, elmo, google earth, google maps, Prezi, PowerPoint, cell phones

Interdisciplinary Standard(s) Number and Description

As the students' progress through the levels of the Spanish program so, too, will the interdisciplinary content progress. They will gain an insight that the study of Spanish offers much to their overall education.

Some suggestions for content-based topics that may be used:

- Art
- Draw with various media
- Observe art work

- Language Arts
- Follow a one-step oral direction
- Compare and contrast language
- Recall presented materials
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions
- Read and respond to different types of literature
- State purpose for listening to a story
- Expand vocabulary
- Recall sequence of events
- Identify/restate details

- Mathematics
- Reason, connect mathematical understandings
- Observe/compare by measurable attributes
- Count objects

- Represent quantities
- Model number composition
- Music
- Sing songs in a limited range
- Perform a repertoire of songs

- Reading
- Identify the main character (s)
- Describe the main character (s)
- Identify the plot
- Identify the outcome of the story

- Science
- Observe weather conditions
- Explore the effects of weather

- Social Studies
- Recognize similarities between self and others
- Describe personal feelings
- Demonstrate the relationship of feelings to actions
- Demonstrate an understanding of the concept of rule
- Demonstrate courteous behavior when interacting
- Apply appropriate personal decision-making skills
- Recognize the importance of each individual to the group
- Evaluate the consequences of decisions
- Define the Earth as being made up of land and water
- Be introduced to other people and places
- Recognize human needs
- Define family in various ways
- State how people are more alike than different
- Music

Proficiency Levels

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Enduring Understandings:

Students will:

- express personal needs.
- express opinions.
- describe past activities and events.
- discuss the Taino and Puerto Rican history.

Essential Questions :

What do popular locations express about a culture?

What parts of a culture are represented in celebrations and festivals? Can you give examples?

Career Readiness, Life Literacies, and Key Skills Practices

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4 Life Literacies and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

New Jersey Student Learning Standards

CRLKSP 1 Act as a responsible and contributing community members and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem and devise effective plans to solve the problem. They are aware of problems when they

occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.
Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.
Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.
Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.
Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings

Student Learning Goals/Objectives:	
<p>Students will know....</p> <ul style="list-style-type: none"> -Vocabulary: clothing, accessories, fit and fashion, where to shop, items at a market, expressions of courtesy -grammar- verbs like gustar, pronouns after prepositions, hacer + time expressions, irregular preterit verbs -culture- history through art, vejigantes and traditional masks of Puerto Rico, the Taino Indians and their part in Puerto Rico 	<p>Students will be able to (do)...</p> <ul style="list-style-type: none"> -Talk clothing and personal needs -Use pronouns after prepositions to explain for whom things are - Ask for and talk about items at a marketplace/store. -Conjugate irregular “yo” verbs in the present tense. -Conjugate irregular verbs in the preterit tense. -Express themselves in a courteous manner.
Key Vocabulary and Terms:	
<p>Clothing and accessories: <i>el abrigo, las botas, el chaleco, el cinturón, la falda, la gorra, la pulsera, el reloj, las sandalias, el sueter, el traje,</i></p> <p>Fit and fashion: <i>de cuadros, de rayas, estar de moda, el número, la talla, vestirse, como me queda?, quedar, bien, mal, flojo, apretado</i></p> <p>Shops: <i>el almacén, la farmacia, internet, la joyería, la librería, la panadería, la zapatería</i></p> <p>Preferences and opinions: <i>creo que sí, creo que no, en mi opinion, es Buena idea, mala idea, me parece que, encantar, importar, interesar, recomendar</i></p> <p>Items at stores: <i>los artículos, barato, la escultura, fino, una ganga, la pintura, el retrato, único, hecho a mano, de cerámica, cuero, madera, metal, oro, piedra, plata</i></p> <p>Courtesy: <i>con mucho gusto, con permiso, de nada, disculpe, no hay de que, pase, perdoneme, me deja ver?</i></p>	
Assessment Evidence:	
<p>Formative</p> <ul style="list-style-type: none"> -Students create a simple ad in Spanish for their favorite store or brand of clothing, They will present their commercial to the class. -Students will create their own vejigante. - In small groups, students will say how their families celebrate holidays. - Students will tell each other how long ago they did something. 	<p>Summative *Include Benchmarks</p> <ul style="list-style-type: none"> -Tests, quizzes, listening comprehension activities/quizzes, homework, cooperative learning activities, bell ringers. -Students will do the Para y piensa at the end of each section to see how well they understand a lesson. -Peer assessment – with a partner after each para y piensa, they will exchange papers to correct errors and go over with their partner.

<ul style="list-style-type: none"> - Students will bring in an item to class and describe it to the class, saying where they purchased it from, what it's made of, what it's used for, etc. - Students will research historic areas in Puerto Rico and create a brochure for the area. It will include photos, a brief history, visitor information. They will present the brochures to the class. -Students will be given a word and then the group will get together in front of the room and put the words in the correct sequence to make a sentence. 	<ul style="list-style-type: none"> -Use my.hrw.com and practice on-line -Presentations – brochures, ads -Quiz -Test
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
Title	Description with Modifications, number of days, etc.
26. Preterit tense and grammar	p.149-153-present tense of irregular “yo” verbs p.154-159- prepositional pronouns p.165 p.173-183-irregular preterits p.189 Listening, reading, writing activities from workbooks and my.hrw.com 20 days
27. Vocabulary	Activities in book-144-148,164,168-172,188 Workbook and listening activities Presentations Sidebar practice activities as provided by the teacher 13 days
28. Cultural Connections	p.140-143-,162- Puerto Rico- timbaleros, architecture, tainos, relationship with the US p.150- art of Jose Campeche 167- Ponce p.174,186- vejigantes p.190-191- cultural comparisons presentations 10 days

29. Tests/quizzes	Recall quizzes Test- listening/reading/writing 2 days
<p>Modifications</p> <p><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></p> <p><i>Individualized Education Plans (IEPs):</i></p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices ⇒ Visual aids ⇒ Modeling ⇒ Guided note-taking ⇒ Study Guides ⇒ Modified homework ⇒ Differentiated pre-typed class notes and example problems <p><i>Advanced/Gifted Students:</i></p> <ul style="list-style-type: none"> ⇒ Open-ended responses ⇒ Curriculum Compacting ⇒ Advanced problems to extend the critical thinking skills of advanced learner ⇒ Supplemental reading material for independent study ⇒ Flexible grouping ⇒ Tiered assignments 	
Resources:	
<p>Textbook: ¡Avancemos! 2</p> <p>Workbook: ¡Avancemos! 2</p> <p>Workbook: Verb Drills: Present</p> <p>Videos, games, quizzes, flashcards from my.hrw.com</p> <p>Internet</p>	
Suggested Time Frame	45 days

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)_____



10th, 11th and 12th GRADE SPANISH III HONORS CURRICULUM

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

Middle Township Public Schools

Content Area:	Spanish 3 Honors	Grade(s) 10,11,12
Unit Plan Title:	Una vida ocupada (A busy life) – lección preliminar	
Overview/Rationale		
Students will review important grammar and vocabulary learned in Spanish I and II. From a cultural standpoint, students will focus on the Hispanic population in the United States.		
Standard(s) Number and Description		
7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to target themes.		
7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to target themes.		
7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.		
7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with the target language.		
7.1.NH.IPRET.5: Identify some unique linguistic elements in the target language.		
7.1.NH.IPRET.6: Interpret some cultural practices associated with the target language.		
7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed or written.		
7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.		
7.1.NH.IPERS. 1: Exchange basic personal information by recombining memorized words, phrases, and sentences, on topics related to self and targeted themes to express original ideas and information.		
7.1.NH.IPERS. 2: Ask and respond to questions on practiced topics and on information from other subjects.		
7.1.NH.IPERS. 3: Make requests and express preferences in classroom settings and in various social situations.		
7.1.NH.IPERS. 4: Give and follow a series of oral and written directions, commands, requests,		
7.1.NH.IPERS. 5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions.		
7.1.NH.IPERS. 6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.		
7.1.NH.PRSNT. 1 : Recombine basic information at the phrase and sentence level related to everyday topics and themes.		
7.1.NH.PRSNT. 2 : Create a brief message using familiar vocabulary orally or in writing.		
7.1.NH.PRSNT. 3 : Describe orally and in writing people and things from the home and school environment.		
7.1.NH.PRSNT. 4 : Tell or re-tell stories from age and level-appropriate, culturally authentic materials orally or in writing.		

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7.1.NH.PRSNT. 5 : When speaking and writing, use simple sentences and try to connect them with transition words.
7.1.NH.PRSNT. 6 : Write or tell a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration
Chromebooks, Google Educational tools (Classrooms, drive, docs, slides, voice), Voice thread, blog, you tube, Glogster, elmo, google earth, google maps, Prezi, power point, poll everywhere, cell phones

Interdisciplinary Standard(s) Number and Description

As the students' progress through the levels of the Spanish program so, too, will the interdisciplinary content progress. They will gain an insight that the study of Spanish offers much to their overall education.

Some suggestions for content-based topics that may be used:

- Art
- Draw with various media
- Observe art work
- Language Arts
- Follow a one-step oral direction
- Compare and contrast language
- Recall presented materials
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions
- Read and respond to different types of literature
- State purpose for listening to a story

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- Expand vocabulary
- Recall sequence of events
- Identify/restate details
- Mathematics
- Reason, connect mathematical understandings
- Observe/compare by measurable attributes
- Count objects
- Represent quantities
- Model number composition
- Music
- Sing songs in a limited range
- Perform a repertoire of songs
- Reading
- Identify the main character(s)
- Describe the main character(s)
- Identify the plot
- Identify the outcome of the story
- Science
- Observe weather conditions
- Explore the effects of weather
- Social Studies
- Recognize similarities between self and others
- Describe personal feelings
- Demonstrate the relationship of feelings to actions
- Demonstrate an understanding of the concept of rule
- Demonstrate courteous behavior when interacting
- Apply appropriate personal decision-making skills
- Recognize the importance of each individual to the group
- Evaluate the consequences of decisions
- Define the Earth as being made up of land and water
- Be introduced to other people and places
- Recognize human needs
- Define family in various ways
- State how people are more alike than different

Proficiency Levels

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Enduring Understandings:

Hispanics have had a lot of influence in the United States.

All Hispanic food is not the same.

Artists often repeat the same themes in their work.

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Essential Questions:

What is the influence of Hispanics in the United States?

Why do artists repeat certain themes in their work?

Career Readiness, Life Literacies, and Key Skills Practices

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4 Life Literacies and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

New Jersey Student Learning Standards

CRLKSP 1 Act as a responsible and contributing community members and employee. Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to

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an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings

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Student Learning Goals/Objectives:	
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> -Vocabulary: people, activities, places, emotions, food, adjectives -Surrealism and Salvador Dali 	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none"> -Conjugate verbs in the present tense. -Differentiate between <i>saber</i> and <i>conocer</i>. -Describe daily routines.
Key Vocabulary and Terms:	
<p>People & Activities: actor, actriz, cámara digital, ciencia ficción, mensajero instantáneo, acampar, dar una caminata, dibujar, estar en línea, hacer una excursión, pescar, regatear, tomar fotos, visitar un museo</p> <p>What you know how to do: competir, contar, hacer ejercicio, jugar en equipo, meter un gol, montar a caballo, el premio</p> <p>Places: almacén, barrio, edificio, farmacia, joyería, librería, panadería, parade de autobus, película, rascacielos, teatro, tienda, zapatería</p> <p>Emotions: Estoy muy emocionado, me encantaría, me hace llorar, me hace reír, me da miedo, qué lástima</p> <p>Daily routines: acostarse, bañarse, cepillarse, despertarse, ducharse, lavarse, levantarse, ponerse, secarse, vestirse</p> <p>Food: ajo, cenar, desayunar, especialidad, merienda, papa, pescado, pimiento, pollo asado, postre, sal, sopa, verduras</p> <p>Adjectives: activo, agrio, amable, avanzado, cocido, crudo, dulce, frito, hervido, lento, musculoso, picante, rápido, sabroso, salado</p>	
Assessment Evidence:	
<i>Formative</i>	<i>Summative *Include Benchmarks</i>
<ul style="list-style-type: none"> -Students will tell the class what they do each morning to get ready for school using the reflexive verbs. The use of the correct pronouns and verb usage will determine the student's knowledge and ability to communicate.. -Students will research an Hispanic artist and compare Dali's themes with those as well as answering what theme they would use in order to create a drawing, draw it, and explain it to the class. Criteria used will be a rubric measuring the student's pronunciation, cultural accuracy, and communication. 	<ul style="list-style-type: none"> -Tests, quizzes, listening comprehension activities/quizzes, homework, cooperative learning activities, bell ringers. -Students will do the Para y piensa at the end of each section to see how well they understand a lesson. -Peer assessment – with a partner after each para y piensa, they will exchange papers to correct errors and go over with their partner. -Use my.hrw.com and practice on-line -Quarterly project

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<i>Teaching and Learning Actions:</i>	
Title	Description with Modifications, number of days, etc.
31. Present tense	Students will write a paragraph in the present tense about what they generally do when on vacation. Practice the present tense of regular and irregular verbs by listening to verb conjugations. Students will repeat and then write the corresponding singular or plural form of the verb. Students will write an e-mail to a friend about their first week of school. Activities in book p.5,8-11, 14-15 5 days
32. Art & surrealism	Read and discuss surrealism and Dali. Look at works of Dali and other surrealists. Compare with own way of creating. 5 days
33. Hispanic Influences in the US	Listening comprehension activities p.2,3,6,7,12,13 Read, research, discuss 5 days
34. Reflexive verbs	Listening activity with reflexives p.16,17 Reflexive activities in book p. 18, 19 Workbook activities Students to present to class their daily routines 5 days
35. Vocabulary	Included in each section above Listening activities with new vocab Workbook activities My.hrw.com 5 days

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Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
 - Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources:

Textbook: ¡Avancemos! 3
Workbook: ¡Avancemos! 3
Workbook: Verb Drills: Past & Present
Videos, games, quizzes, flashcards from my.hrw.com
Music
Internet
Art books on Dali Classzone.com

Suggested Time Frame:

25 days

**D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)*

Middle Township Public Schools

Content Area:	Spanish 3 Honors	Grade(s) 10,11,12
Unit Plan Title:	Nos divertimos al aire puro (We have fun outside) – Unit 1 – lesson 1,2	
Overview/Rationale		
Students will be able to describe camping trips and activities done with family and friends. Students will also be able to describe a place and its climate. Students will do this by using the preterit and imperfect together. From a cultural standpoint, students will focus on Mexican’s culture and literature.		
Standard(s) Number and Description		
7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to target themes.		
7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to target themes.		
7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.		
7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with the target language.		
7.1.NH.IPRET.5: Identify some unique linguistic elements in the target language.		
7.1.NH.IPRET.6: Interpret some cultural practices associated with the target language.		
7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed or written.		
7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.		
7.1.NH.IPERS. 1: Exchange basic personal information by recombining memorized words, phrases, and sentences, on topics related to self and targeted themes to express original ideas and information.		
7.1.NH.IPERS. 2: Ask and respond to questions on practiced topics and on information from other subjects.		
7.1.NH.IPERS. 3: Make requests and express preferences in classroom settings and in various social situations.		
7.1.NH.IPERS. 4: Give and follow a series of oral and written directions, commands, requests,		
7.1.NH.IPERS. 5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions.		
7.1.NH.IPERS. 6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.		
7.1.NH.PRSNT. 1 : Recombine basic information at the phrase and sentence level related to everyday topics and themes.		
7.1.NH.PRSNT. 2 : Create a brief message using familiar vocabulary orally or in writing.		
7.1.NH.PRSNT. 3 : Describe orally and in writing people and things from the home and school environment.		

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- 7.1.NH.PRSNT. 4 : Tell or re-tell stories from age and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT. 5 : When speaking and writing, use simple sentences and try to connect them with transition words.
- 7.1.NH.PRSNT. 6 : Write or tell a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration
Chromebooks, Google Educational tools (Classrooms, drive, docs, slides, voice), Voice thread, blog, YouTube, glogster, elmo, google earth, google maps, PowerPoint, poll everywhere, cell phones

Proficiency Levels

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

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Enduring Understandings

Mexico has a relatively dry and hot climate; therefore hunting and fishing are popular outdoor activities as are camping and water sports.

Monarch butterflies migrate every year from Mexico.

The preterit and imperfect tenses both express actions in the past.

Essential Questions:

What is the climate of Mexico?

What do you know about Mexico?

What can you tell us about the monarch butterflies? Have you seen them?

Career Readiness, Life Literacies, and Key Skills Practices

9.2 Career Awareness, Exploration, Preparation, and Training
9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4 Life Literacies and Key Skills
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.DC.7: Evaluate the influence of digital

New Jersey Student Learning Standards
CRLKSP 1 Act as a responsible and contributing community members and employee. Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRLKSP 2 Attend to financial well-being. Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

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communities on the nature, content and responsibilities of careers, and other aspects of society

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes, and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications.

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They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
 CRLKSP 9 Work productively in teams while using cultural/global competence.
 Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction.
 They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings

Student Learning Goals/Objectives:

Students will know....

- Vocabulary: camping trip, nature, family relationships, climate, transportation, activities, skills, abilities
- The parks of Monterrey, Mexico
- The literature of Laura Esquivel

Students will be able to (do)...

- Conjugate verbs in the preterit and imperfect.
- Decided when to use the preterit or the imperfect.
- Talk about family vacations.
- Discuss the poetry of Octavio Paz.
- Research the life cycle of the monarch butterfly.

Key Vocabulary and Terms:

Describe a Camping Trip: aire libre, albergue juvenil, camioneta, cantimplora, descuento, equipo, estufa, fogata, fósforo, guía, kayak, olla, saco de dormir, tarifa, tienda de campaña, transporte público, hacer una caminata

Activities with Friends: ahorrar, conseguir, divertirse, encender, hacer una excursion, llenar, meterse en, montar, navegar por rápidos, namegar, observer, ofrecer, remar, seguir, utilizar

Nature: agua dulce, araña, árbol, bosque, flor, mariposa, naturaleza, pájaro, pez, rio, selva, sender, serpiente

Misc: agotador, extranjero, con anticipación, dentro, frente a, fuera, inolvidable, junto a, sin

Family relationships: apellido, bebé, bisabuelo, biznieto, cuñado, esposo, madrina, matrimonio, nieto, novio, nuera, padrino, pariente, sobrino, suegro, yerno

Places/climates: arena, brisa, calor agobiante, caracol, hacer fresco, orilla, Puerto, sombrilla, ver el amanecer, ver la puesta del sol, carro, casa rodante, conducir, cubierta, escapade, hacer un crucero

Activities, skills and abilities: canoa, chaleco salvavidas, moto acuática, surfista, table de surf, velero, voleibol playero, en absoluto, juntarse, mantener, marearse, merendar, pararse, parecerse a, recoger, recostarse, refrescarse, refugiarse, reunirse

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Assessment Evidence:	
Formative -Students will discuss what they know or think they know about Mexico and then discuss what they have learned – were there any misconceptions? -Students will create a tourist brochure promoting a student trip to an ecological reserve o one of the famous beaches of Mexico, including information about the dates, duration, means of transportation, lodging, activities, necessary equipment, cost, contact, using illustrations. Students will be judged using a rubric showing their ability to follow directions, show correct verb & vocab usage.	Summative *Include Benchmarks -Tests, quizzes, listening comprehension activities/quizzes, homework, cooperative learning activities, bell ringers, participation, oral presentations, benchmark -Students will do the Para y piensa at the end of each section to see how well they understand a lesson. -Peer assessment – with a partner after each para y piensa, they will exchange papers to correct errors and go over with their partner. -Use my.hrw.com and practice on-line -Quarterly project
Teaching and Learning Actions:	
Title	Description with Modifications, number of days, etc.
36. Mexico	Students will say what they know about Mexico. Students will make a tourist brochure. Students will research, read about, and watch video on butterfly migration. p.30-31,44,52,56-57,64 5 days
37. Art & literature	Read, discuss, look at works of Gerardo Murillo, Octavio Paz, Laura Esquivel p.38,48-51,74-77 3 days
38. Imperfect tense	List endings and conjugate verbs p.63-67 Workbook activities 5 days
39. Preterit tense	List endings and conjugate regular and irregular verbs p.37-44 Workbook activities 5 days

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40. Imperfect vs. Preterit	Review the differences between the preterit and the imperfect and how each is used in Spanish. Use both tenses to talk about past activities p.68-73 Workbook activities My.hrw.com Conjugemos.com 8 days
41. Vocabulary	Read, say, listen to new vocab Complete activities with new vocab p.32-34,58-60 My.hrw.com Audio activities from book Workbook activities Incorporate in each day's lesson 6 days

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Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources:

Textbook: ¡Avancemos! 3
 Workbook: ¡Avancemos! 3
 Workbook: Verb Drills: Past & Present
 Videos, games, quizzes, flashcards from my.hrw.com
 Music
 Internet
 You tube
 conjugemos.com

Suggested Time Frame:

32 days

**D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)*

Middle Township Public Schools

Content Area:	Spanish 3 Honors	Grade(s) 10,11,12
Unit Plan Title:	Es hora de ayudar! (It's time to help!) – Unit 2 – lesson 1,2	
Overview/Rationale		
Students will be able to describe volunteer activities, organize people to do a project, persuade or influence others, make requests and recommendations, talk about media and the community. Students will also talk about Hispanics and their charitable work, and museums in the US that preserve and reflect different cultures, make a history connection with Cesar Chavez and the Chavez Day of Service and Learning.		
Standard(s) Number and Description		
7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to target themes.		
7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to target themes.		
7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.		
7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with the target language.		
7.1.NH.IPRET.5: Identify some unique linguistic elements in the target language.		
7.1.NH.IPRET.6: Interpret some cultural practices associated with the target language.		
7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed or written.		
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7.1.NH.IPERS. 5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/ language during daily interactions.		
7.1.NH.IPERS. 6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.		
7.1.NH.PRSNT. 1 : Recombine basic information at the phrase and sentence level related to everyday topics and themes.		
7.1.NH.PRSNT. 2 : Create a brief message using familiar vocabulary orally or in writing.		
7.1.NH.PRSNT. 3 : Describe orally and in writing people and things from the home and school environment.		
7.1.NH.PRSNT. 4 : Tell or re-tell stories from age and level-appropriate, culturally authentic materials orally or in writing.		

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7.1.NH.PRSNT. 5 : When speaking and writing, use simple sentences and try to connect them with transition words.
7.1.NH.PRSNT. 6 : Write or tell a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration
Chromebooks, Google Educational tools (Classrooms, drive, docs, slides, voice), Voice thread, blog, YouTube, elmo, google earth, google maps, PowerPoint, poll everywhere, cell phones

Proficiency Levels

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

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- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
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- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

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Enduring Understandings:

The importance and contributions of Hispanics in our society in the United States.

The preterit and imperfect tenses both express actions in the past.

The command forms – being able to make requests or suggestions.

Essential Questions:

Why is it important to preserve the different cultures of a country?

Why are Spanish newspapers important in the United States?

Are charities named after famous people viewed in a different way from other organizations?

Career Readiness, Life Literacies, and Key Skills Practices

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4 Life Literacies and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

New Jersey Student Learning Standards

CRLKSP 1 Act as a responsible and contributing community members and employee. Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures,

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9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
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

materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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CRLLKSP 9 Work productively in teams while using cultural/global competence. Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings

Student Learning Goals/Objectives:

Students will know....

- Vocabulary: volunteer activities, media and the community, opinions.
- Pronouns with commands.
- Impersonal expressions.
- Spanish-language publications in the United States.
- Pablo O'Higgins.

Students will be able to (do)...

- Persuade or influence others.
- Make requests and recommendations.
- Talk about media and the community.
- Form affirmative and negative commands.
- Describe volunteer activities.
- Organize to do a project.
- Express opinions.
- Compare the art of Pablo O'Higgins with Diego Rivera's.S

Key Vocabulary and Terms:

Describe Volunteer Activities: los ancianos, la bolsa de plástico, el comedor de beneficencia, el envase, la gente sin hogar, los guantes de trabajo, el hogar de ancianos, el hospital, la lata, la pobreza, el proyecto de acción social;

Persuade or influence others: la agencia de publicidad, el anuncio, el artículo, la campaña, el canal de televisión, la creatividad, el diseño, la emisora (de radio), el lema, el letrero, las noticias, el periódico, la prensa, la publicidad, la revista;

Organize people to do a project: apoyar, el cheque, colaborar, contar con los demás, la cooperación, cumplir, de antemano, delegar, elegir, gastar, juntar fondos, organizar, la planificación, prestart, el presupuesto, la prioridad, recaudar fondos, reciclar, solicitador, tirar basura, trabajar de voluntario;

Talk about the Media: el acceso, el anuncio clasificado, el anuncio personal, el artículo de opinion, la cita, la columna, el cortometraje, la cuestión, los dibujos animados, el editor, la entrevista, la fecha límite, el fotógrafo, el grabador, la gráfica, el largometraje, el noticiario, la publicidad por correo, el público, la reseña, la subtitulación para sordos, el telespectador, la teletón, el titular;

Actions: distribuir, emitir, entrevistar, investigar, presenter, publicar, traducir;

Express opinions: el debate, describir, estar de acuerdo con, no estar de acuerdo con, explicar;

Talk about the community: a beneficio de, donar, la obra caritativa, otorgar, el patrocinador, patrocinar, el programa educativo, los volantes.

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Assessment Evidence:

Formative

- Students will choose a volunteer opportunity from the vocabulary that would suit them best. They will make a list of personal qualities and/or skills needed for that position and share with the class.
- In pairs, students will write three reasons why volunteering is important to their community and their country. Students will share with the class and class will give reasons if convinced to volunteer.
- Students will create a “how to” demonstration including both positive and negative commands.
- Students will draw on a large paper a picture representing a command they choose. No words will be written on their pictures. Their classmates will try to guess which commands are illustrated in each picture.
- After explaining who Pablo O’ Higgins was, students will think about a theme to paint a mural. Then students will write a short paragraph giving instructions to the artists who will be helping with the mural. Students are to use a minimum of five formal commands.
- Students will explain what they think is the most effective way to distribute information and ideas to the public after examining the meaning of media and fundraising vocabulary.
- Students will choose a charitable organization and write an editorial explaining why it is a good organization and why other people should donate to help. Students will also make a visual to accompany the information in their editorials. The visual can include posters, collages, or videos that demonstrate activities that define the charity. Students will share with the class.

Summative *Include Benchmarks

- Tests, quizzes, listening comprehension activities/quizzes, homework, cooperative learning activities, bell ringers, participation, oral presentations, benchmark
- Students will do the Para y piensa at the end of each section to see how well they understand a lesson.
- Peer assessment – with a partner after each para y piensa, they will exchange papers to correct errors and go over with their partner.
- Use my.hrw.com and practice on-line

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Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Title	Description with Modifications, number of days, etc.
42. Miami and NYC	<p>Students will say what they know about the Hispanic community. Students will list different Hispanics they know and their contributions to society. p.88,89,98,116,117</p> <p>2 days</p>
43. Art & literature & music	<p>Read, discuss, and look at works of Pablo O'Higgins, Roberto Fernandez, Carlos Santana, Sandra Cisneros, Cesar Chavez, Hispanic publications. Students will make a list of artists who have donated to help others. In the media center, students will investigate the celebrations of CC Day of Service and Learning. Then they will research another Latino leader in the US and describe their social causes and contributions. Students will write a paragraph to give their opinion of the themes that should be presented in a local paper and compare to one of the Hispanic papers (El Diario, La Prensa, La Raza) p.104,108,112, 130,134</p> <p>7 days</p>
44. Commands	<p>Form tú affirmative and negative commands p.97-101 Form Ud, Uds, nosotros commands p.102-104 Students will choose a charitable organization and write an editorial explaining why it is a good organization and why other people should donate to help. Students will also make a visual to accompany the information in their editorials. The visual can include posters, collages, or videos that demonstrate activities that define the charity. Students will share with the class. Workbook and listening activities My.hrw.com Conjuguemos.com</p> <p>12 days</p>

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45. Pronouns with commands	Place the pronouns in the proper position depending on affirmative or negative command p.123-127 Workbook activities My.hrw.com 5 days
46. Impersonal Expressions + Infinitive	Review the impersonal expressions with infinitives and be able to state an opinion, or to suggest that something should be done without indicating who should do it. p.128-130 Workbook activities My.hrw.com 4 days
47. Vocabulary	Read, say, listen to new vocab Complete activities with new vocab p.92-96,118-122 My.hrw.com Audio activities from book Workbook activities Incorporate in each day's lesson 5 days

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Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources:

Textbook: ¡Avancemos! 3

Workbook: ¡Avancemos! 3

Workbook: Verb Drills: Past & Present

Videos, games, quizzes, flashcards from my.hrw.com

Music

Internet

youtube

conjuguemos.com

Suggested Time Frame:

33 days

**D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)*

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Content Area:	Spanish 3 Honors	Grade(s) 10,11,12
Unit Plan Title:	El futuro de nuestro planeta. (The future of our planet.) – Unit 3 – lesson 1,2	
Overview/Rationale		
Students will be able to discuss the impact of technology in Central America. They will express environmental concerns and possibilities, by making predictions and discussing causes and effects. Students will express points of view and make recommendations by discussing obligations and responsibilities. Costa Rica’s rainforest and lakes in Nicaragua are the major cultural themes.		
Standard(s) Number and Description		
7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to target themes.		
7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to target themes.		
7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.		
7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with the target language.		
7.1.NH.IPRET.5: Identify some unique linguistic elements in the target language.		
7.1.NH.IPRET.6: Interpret some cultural practices associated to the target language.		
7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed or written.		
7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.		
7.1.NH.IPERS. 1: Exchange basic personal information by recombining memorized words, phrases, and sentences, on topics related to self and targeted themes to express original ideas and information.		
7.1.NH.IPERS. 2: Ask and respond questions on practiced topics and on information from other subjects.		
7.1.NH.IPERS. 3: Make requests and express preferences in classroom settings and in various social situations.		
7.1.NH.IPERS. 4: Give and follow a series of oral and written directions, commands, requests,		
7.1.NH.IPERS. 5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture/language during daily interactions.		
7.1.NH.IPERS. 6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.		
7.1.NH.PRSNT. 1 : Recombine basic information at the phrase and sentence level related to everyday topics and themes.		
7.1.NH.PRSNT. 2 : Create a brief message using familiar vocabulary orally or in writing.		
7.1.NH.PRSNT. 3 : Describe orally and in writing people and things from the home and school environment.		
7.1.NH.PRSNT. 4 : Tell or re-tell stories from age and level-appropriate, culturally authentic materials orally or in writing.		

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7.1.NH.PRSNT. 5 : When speaking and writing, use simple sentences and try to connect them with transition words.

7.1.NH.PRSNT. 6 : Write or tell a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration
Chromebooks, Google Educational tools (Classrooms, drive, docs, slides, voice), Voice thread, blog, youtube, elmo, google earth, google maps, powerpoint, poll everywhere, cell phones

Proficiency Levels

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

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Enduring Understanding:

Students will discuss the impact of technology.

Students will express environmental concerns and possibilities.

Students will predict and discuss causes and effects.

Students will discuss obligations and responsibilities.

Essential Questions:

Is it possible for geography to change with the years? How

does a country benefit from its geographic position? Why

is it important to protect endangered species?

Career Readiness, Life Literacies, and Key Skills Practices

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4 Life Literacies and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

9.4.12.TL.3: Analyze the effectiveness of the process

New Jersey Student Learning Standards

CRLKSP 1 Act as a responsible and contributing community members and employee. Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the

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and quality of collaborative environments.

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

social condition, the environment and the profitability of the organization.

CRLLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLLKSP 9 Work productively in teams while using cultural/global competence.

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Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings

Student Learning Goals/Objectives:

Students will know....

-Vocabulary: environmental concerns and possibilities, technology, predictions, social awareness, inventions, mistakes, persistence;

-The art of Jose Antonio Velazquez;
-Costa Rica's rainforest;
-Lakes in Nicaragua;
-The Panama Canal;

Students will be able to (do)...

-Form the future tense;

-Identify when to use pro or para;

-Form the present subjunctive of regular verbs;

- Present and support an opinion;

-Express a point of view and make recommendations.

Key Vocabulary and Terms:

Express Environmental concerns and possibilities: el aire puro, el basurero, la biodiversidad, la capa de ozono, el clima, la contaminación, la deforestación, el derrumbe, efecto invernadero, la erosión, las especies en peligro, de extinción, el medio ambiente, no renovable, el petróleo, el planeta, el recurso natural, la responsabilidad, el riesgo, la sequía, el smog, el suelo, el temblor

Actions: dañar, destruir, disminuir, fomentar, proteger, respirar, reutilizar, valorar

Impact of technology: apreciar, complejo, desarrollar, el desarrollo, la innovación, el invento, la investigación, mejorar, reemplazar

Make predictions: amenazar, extinguirse, informarse, el porvenir, responsable, la transformación, volar, votar

Social awareness : el ciudadano, el compromiso, la conciencia social, encargarse de, la irresponsabilidad, penalizar, la política, el principio, respetar, satisfacer, la sociedad, la unidad

Mistakes and persistence: advertir, cometer, emprender, el error, insistir, luchar, persistir, progresar, prosperar, seguir adelante, solucionar, superar

Other: la advertencia, el fracaso, la mejora, el obstáculo, el sufrimiento

Present and support an opinion: criticar, es imprescindible que, es raro que, evaluar, por un lado, por el otro lado

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Assessment Evidence:	
<p style="text-align: center;">Formative</p> <ul style="list-style-type: none"> -Students will choose an environmental issue and present it in poster for, with color illustrations and a series of captions explaining the causes and effects of the problem. -In pairs, students will research a conflict between a group that wishes to preserve a particular animal, and an opposing group that sees those efforts as a threat to their livelihood (ie: commercial fishermen and environmentalists). Students will share with class. -Students will write an essay on what they think their life will be like When they are senior citizens. 	<p style="text-align: center;">Summative *Include Benchmarks</p> <ul style="list-style-type: none"> -Tests, quizzes, listening comprehension activities/quizzes, homework, cooperative learning activities, bell ringers, participation, oral presentations, benchmark -Students will do the Para y piensa at the end of each section to see how well they understand a lesson. -Peer assessment –with a partner after each para y piensa, they will exchange papers to correct errors and go over with their partner. -Use my.hrw.com and practice on-line
Teaching and Learning Actions:	
Title	Description with Modifications, number of days, etc.
48. Costa Rica, Nicaragua and Panama	<p>Students will discuss what they know about rainforests and endangered species..</p> <p>Students will discuss if they have ever visited Costa Rica or Nicaragua and what they experienced there..</p> <p>p.150-151,156,164,172,177, 184</p> <p>Students will choose an environmental issue and present it in poster for, with color illustrations and a series of captions explaining the causes and effects of the problem.</p> <p>-In pairs, students will research a conflict between a group that wishes to preserve a particular animal, and an opposing group that sees those efforts as a threat to their livelihood (ie: commercial fishermen and environmentalists). Students will share with class.</p> <p>15 days</p>
49. Art & literature & music	<p>Read, discuss, look at works of Carlos Balaguer, Jose Antonio Velasquez</p> <p>Students will share their opinions on this type of art, particularly Velasquez's. They will use Para mi, Por un lado..</p> <p>p.168-171,190</p> <p>2 days</p>

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50. Future Tense	<p>Form future tense p.157-161 Students will write an essay on what they think their life will be like when they are senior citizens. Workbook and listening activities My.hrw.com Conjuguemos.com 9 days</p>
51. Por vs. Para	<p>Differentiate between the uses of por and para p.162-164 Workbook activities My.hrw.com 3 days</p>
52. Present Subjunctive	<p>Present the subjunctive of regular and irregular verbs p.183-192 Workbook activities My.hrw.com 10 days</p>
53. Vocabulary	<p>Read, say, listen to new vocab Complete activities with new vocab p.152-156,180-182, My.hrw.com Audio activities from book Workbook activities Incorporate in each day's lesson 5 days</p>

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Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources:

Textbook: ¡Avancemos! 3

Workbook: ¡Avancemos! 3

Workbook: Verb Drills: Past & Present

Videos, games, quizzes, flashcards from my.hrw.com

Music

Internet

youtube

conjuguemos.com

Suggested Time Frame:

40 days

**D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)*



HS SURVEY OF SPANISH CURRICULUM

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

Middle Township Public Schools

Content Area:	Survey of Spanish-General	Grade(s) 9, 10, 11, 12
Unit Plan Title:	Unit One: Foundation of Spanish Grammar/Alphabet, Cognates, and Greetings	
Overview/Rationale		
Introductory level Spanish learners need to know some basic vocabulary and be able to use it in conversation. This unit deals with introductory topics such as: meeting others, introducing oneself, expressions of courtesy, and asking how people are doing. This unit introduces basics of Spanish grammar and Alphabet.		
Standard(s) Number and Description		
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.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. of information and the negotiation of meaning between and among individuals. 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorize d words and phrases. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.		
Technology Standard(s) Number and Description		
8.1.12 -All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		
Interdisciplinary Standard(s) Number and Description		
LA.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LA.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. LA.L.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		

Enduring Understandings:

Students will understand how to greet someone, how to introduce themselves and ask and respond to routine questions. They will also be able to understand and use basic Spanish grammar to correctly converse in the target language.

It is predicted that students will confuse Spanish and English grammar rules and pronunciation of Spanish alphabet. Review and practice of these rules and letters should help improve written and spoken Spanish.

Essential Questions:

How do you pronounce the Spanish alphabet letters?

How do you recognize cognates in spoken and written Spanish?

How do you apply Spanish grammar rules to conversation and text?

How do you ask and give personal information?

How do you introduce yourself?

How do you ask how people are doing?

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Student Learning Goals/Objectives:

Students will know how to introduce themselves, recognize basic greetings, expressions of courtesy, and cognates, pronounce Spanish alphabet letters, and know Spanish grammar rules.

Students will be able to understand written and spoken words/phrases associated with meeting someone and exchanging personal information. They will be able to use their new knowledge by writing/speaking dialogues in target language.

Key Vocabulary and Terms:

Buenos días, Buenas tardes, Buenas noches, por favor, cortesía, gracias, de nada, perdón, Lo siento, Buena suerte, Sí, ¿Cómo te llamas?, Me llamo, Encantado, ¿Cómo estás?, Así-así, el alemán, el árabe, el chino, el francés, el español, el inglés, el italiano, el japonés, el portugués, el ruso, Hola, Adiós, Hasta luego, Hasta mañana (pp. 2 & 3)

Noun, adjective, verb, definite articles, indefinite articles, plurals, Spanish alphabet

Radio, hospital, hotel, comunidad, violencia, estudiante, chocolate

Assessment Evidence:

Formative and Summative

Students will be assessed with quizzes, tests, written/oral classroom activities, class participation, homework, cooperative learning activities, listening comprehension activities, projects, and quarterly benchmark exams.

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Teaching and Learning Actions:

Title	Description with Modifications, number of days, etc.
54. <i>Alphabet</i>	Students will listen to pronunciation of letters in the Spanish alphabet and imitate the sounds. Practice new letter and sounds with oral and written activities from Alphabet book from Teacher's Discovery. 5 days
55. <i>Grammar Foundation</i>	Students will review English grammar rules and compare them to Spanish grammar rules. Students will complete practice activities applying their new knowledge using oral and written activities from the Adjectives, and Plurals books from Teacher's Discovery. 12 days
56. <i>Cognates</i>	Students will recognize Spanish cognate words from various readings. Then they will complete activities providing tips on how to recognize cognates using the Cognates book from Teacher's Discovery. 5 days
57. <i>Greetings</i>	Students will scan vocabulary on pages 2 and 3 of text for cognates. They will listen to native speakers pronounce the new vocabulary words using the Exploring Spanish Audio Script clips CDs. They will practice the vocabulary by completing textbook and workbook activities during class. Activities in book pp. 4-7, 9. 8 days

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSL)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

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Resources:

Textbook: Exploring Spanish 3rd Edition

Workbook: Exploring Spanish 3rd Edition

Audio: Exploring Spanish Audio Script Clips CDs

Exploring Spanish Check-up Written and Listening Activities (Teacher's Guide)

Website: <http://pearsonc.educatorpages.com/>

Teacher's Discovery Supplemental books: Spanish Adjectives, Articles, Plurals, Alphabet, Cognates

Various grammar power points

Reproducible books

Video

Suggested Time Frame

30 days

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

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Content Area:	Survey of Spanish-General	Grade(s) 9, 10, 11, 12
Unit Plan Title:	Unit Two: Geography and the Spanish-speaking World	
Overview/Rationale		
Introductory level Spanish learners need to know where Spanish is spoken. They need to identify Spanish-speaking countries on a map and know the capital cities. This is especially true for Spain and Mexico.		
Standard(s) Number and Description		
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.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. of information and the negotiation of meaning between and among individuals.		
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.		
7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.		
Technology Standard(s) Number and Description		
8.1.12 -All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		
Interdisciplinary Standard(s) Number and Description		
LA.L.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Enduring Understandings:		
Students will be able to identify Spanish and Latin American countries on a map.		
Students will be able to recognize the capital city of each country.		
Students will be able to identify geographical features of Spain and Mexico.		
It is predicted that students will struggle with remembering the locations of each country and its capital city.		

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Essential Questions:	
<p>What are the Spanish-speaking countries in the world?</p> <p>What are the capital cities of these countries?</p> <p>What are some facts and geographical features of Spain and Mexico?</p>	
Student Learning Goals/Objectives:	
<i>Students will know the name, location and capital city of each Spanish-speaking country. They will be able to identify geographical features of Spain and Mexico.</i>	<i>Students will be able to understand written and spoken words/phrases associated with Spanish-speaking countries. They will be able to use their new knowledge by participating in oral and written class activities in target language.</i>
Key Vocabulary and Terms:	
<p><i>Spain, Barcelona, Sierra Nevada, Madrid, Toledo, Granada, Sevilla (pp. 42-44)</i></p> <p><i>Mexico, Mexico City, Puebla, Oaxaca, Guadalajara, Monterrey (pp. 44-46)</i></p>	
Assessment Evidence:	
	<i>Formative and Summative: Students will be assessed with quizzes, tests, written/oral classroom activities, class participation, homework, cooperative learning activities, listening comprehension activities, projects, and quarterly benchmark exams.</i>

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Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

Title	Description with Modifications, number of days, etc.
1. <i>Spanish-speaking countries</i>	<p>Students will watch power points explaining the location, capital city, flag, and currency of each country. They will choose one country and complete a visual presentation about this country.</p> <p>6 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
2. <i>Spain</i>	<p>Students will watch video clips filmed in Spain. They will be completing activities from reproducible books and teacher created materials.</p> <p>7 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
3. <i>Mexico</i>	<p>Students will watch video clips filmed in Mexico. They will be completing activities from reproducible books and teacher created materials.</p> <p>7 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>

Middle Township Public Schools

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources:

Textbook: Exploring Spanish 3rd Edition Workbook: Exploring Spanish 3rd Edition Audio: Exploring Spanish Audio Script Clips CDs: Exploring Spanish Check-up Written and Listening Activities (Teacher's Guide) Internet Website: <http://pearsonc.educatorpages.com/> Teacher's Discovery Supplemental books: Geography of Latin America Power points Teacher created materials Reproducible books Video

Suggested Time Frame (Days):

20 days

**D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)*

Middle Township Public Schools

Content Area:	Survey of Spanish-General	Grade(s) 9, 10, 11, 12
Unit Plan Title:	Unit Three: Classroom, Calendar, Weather, Colors, and Numbers	
Overview/Rationale		
Introductory level Spanish learners need to know how to describe school items and people using numbers and colors. This unit also includes how to express the date and talk about the weather.		
Standard(s) Number and Description		
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.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. of information and the negotiation of meaning between and among individuals.		
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.		
7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.		
Technology Standard(s) Number and Description		
8.1.12 -All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		
Interdisciplinary Standard(s) Number and Description		
LA.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
LA.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
LA.L.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		

Enduring Understandings:

Students will understand how to talk about their school, classroom, and the weather. They will also be able to count to 100, say and write the days/months/date, and describe their classroom environment.

It is predicted that students will confuse the structure of writing the date in Spanish. Review and practice of these concepts should help improve written and spoken Spanish.

Essential Questions:

How do you say the classroom objects?

How do you talk about the weather?

How do you describe your surroundings?

How do you count to 100?

How do you express the date in Spanish?

Middle Township Public Schools

Student Learning Goals/Objectives:	
<i>Students will know how to talk about and describe their school environment, weather, count to 100, and say the date in the target language.</i>	<i>Students will be able to understand written and spoken words/phrases associated with school, weather, counting, and the calendar. They will be able to use their new knowledge by participating in oral and written class activities in target language.</i>
Key Vocabulary and Terms:	
<i>Abre, levanta, Saca, Lee, Escucha, Habla, Repite, clase, mapa, pupitre, regla, cuaderno, borrador, pizarra, reloj, bandera, computadora (pp. 14-16)</i> <i>Lunes, martes, jueves, domingo, semana, hoy, mes, días, fecha, marzo, año, diciembre (pp. 206-207)</i> <i>Sol, calor, fresco, viento, nublado, llueve, trueno, nieva, invierno, verano, estaciones (pp. 192-193)</i> <i>Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, cien, más, por, menos, dividido por, costar (pp. 30-31)</i> <i>Los colores, Rosado, negro, blanco, azul, rojo, verde, morado (p. 167)</i>	
Assessment Evidence:	
	<i>Formative and Summative: Students will be assessed with quizzes, tests, written/oral classroom activities, class participation, homework, cooperative learning activities, listening comprehension activities, projects, and quarterly benchmark exams.</i>
Teaching and Learning Actions:	
Title	Description with Modifications, number of days, etc.
1. Classroom Objects	<p>Students will listen to pronunciation of classroom objects and locate the picture from the textbook. They will practice the vocabulary by completing textbook and workbook activities during class. Activities in book pp. 16-22, 25.</p> <p>8 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>

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<i>2. Numbers</i>	<p>Students will listen to pronunciation of numbers 0-100. They will practice the vocabulary by completing textbook and workbook activities during class. Activities in book pp. 31-37, 40. 5 days *D-Modifications made for students as stated in their IEPs or 504s.</p>
<i>3. Days/Months/Date</i>	<p>Students will listen to pronunciation of Days and Months. After mastering the vocabulary, they will practice writing the date in Spanish. They will practice the vocabulary by completing textbook and workbook activities during class. Activities in book pp. 208-213, 215. 8 days *D-Modifications made for students as stated in their IEPs or 504s.</p>
<i>4. Weather/Seasons</i>	<p>Students will listen to pronunciation of weather expressions and the seasons. They will practice the vocabulary by completing textbook and workbook activities during class. Activities in book pp. 194-199. 6 days *D-Modifications made for students as stated in their IEPs or 504s.</p>
<i>5. Colors</i>	<p>Students will listen to pronunciation of colors. They will practice the vocabulary by completing teacher created worksheets. 4 days *D-Modifications made for students as stated in their IEPs or 504s.</p>

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Middle Township Public Schools

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources:

Textbook: Exploring Spanish 3rd Edition

Workbook: Exploring Spanish 3rd Edition

Audio: Exploring Spanish Audio Script Clips CDs

Exploring Spanish Check-up Written and Listening Activities (Teacher's Guide)

Internet

Website: <http://pearsonc.educatorpages.com/>

Teacher's Discovery Supplemental books

Power points

Reproducible books

Video

Suggested Time Frame

31 days

***D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)**

Content Area:	Survey of Spanish-General	Grade(s) 9, 10, 11, 12
Unit Plan Title:	Unit Four: Hispanic Holidays and Food	
Overview/Rationale		
Introductory level Spanish learners need to know about holidays in Spain & Latin America. They need to understand the importance of each holiday and how they are celebrated. They also need to know about foods served in Spanish-speaking countries and how to ask for table items.		
Standard(s) Number and Description		
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.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials of information and the negotiation of meaning between and among individuals. 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.		
Technology Standard(s) Number and Description		
8.1.12 -All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		
Interdisciplinary Standard(s) Number and Description		
LA.9-10.L9-10.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		

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Enduring Understandings:

Students will understand how Day of the Dead is celebrated in Mexico & Latin American countries.

Students will understand the importance of Christmas in Spanish-speaking countries.

Students will understand the significance of Cinco de Mayo and how it relates to Mexican and American history.

Students will know about various foods served in Spanish-speaking countries and how to ask for table items.

It is predicted that students will struggle with understanding the importance of the culture and customs of Spanish-speaking countries. Students will stereotype Mexican food as the standard for all Spanish-speaking countries.

Essential Questions:

What are the customs for Day of the Dead?

How do Christmas celebrations in the U.S. compare to those in a Spanish-speaking country?

Why is Cinco de mayo an important holiday to Mexicans?

What are some traditional foods from various Spanish-speaking countries?

How do you ask about table items in a restaurant?

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Student Learning Goals/Objectives:	
<i>Students will know about the significance of three major Hispanic holidays and customs related to those holidays. They will be able to talk about traditional foods from Spanish-speaking countries and how to ask for specific items at a restaurant.</i>	<i>Students will be able to understand written and spoken words/phrases associated with food and Hispanic holidays. They will be able to use their new knowledge by participating in oral and written class activities in target language.</i>
Key Vocabulary and Terms:	
<i>La sal, la pimienta, la mesa, el mantel, la leche, las salchichas, el helado, las comidas, las frutas (pp. 110-111) Gazpacho, la paella, el flan, ropa vieja, chile con carne, churros (pp. 112-113) Pan de muerto, calavera, Catrina, muertos, ofrenda (Teacher created materials, Reproducible books, and Internet) Feliz Navidad, el reno, las galletas, el tren, la vela, los villancicos (Teacher created materials, Reproducible books, and Internet) La batalla, Cinco de mayo, Puebla, Veracruz, mariachi, fiesta (Teacher created materials, Reproducible books, and Internet)</i>	
Assessment Evidence:	
	<i>Formative and Summative Students will be assessed with quizzes, tests, written/oral classroom activities, class participation, homework, cooperative learning activities, listening comprehension activities, projects, and quarterly benchmark exams.</i>
Teaching and Learning Actions:	
Title	Description with Modifications, number of days, etc.
<i>1. Day of the Dead</i>	<p>Students will watch a video about Day of the Dead in Mexico. They will research this holiday and complete an Internet Scavenger Hunt about the holiday. 6 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>

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2. <i>Christmas/Three Kings Day</i>	<p>Students will watch a video about Las Posadas in Mexico. They will practice the vocabulary by completing activities from reproducible books and teacher created materials. 15 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
3. <i>Cinco de mayo</i>	<p>Students will watch a video about Cinco de Mayo. They will practice the vocabulary by completing activities from reproducible books and teacher created materials. 6 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
4. <i>Food</i>	<p>Students will listen to pronunciation of food vocabulary. They will practice the vocabulary by completing activities from textbook and work book. Activities in book pp. 114-116, 119 8 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSL)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

Middle Township Public Schools

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources:

Textbook: Exploring Spanish 3rd Edition

Workbook: Exploring Spanish 3rd Edition

Audio: Exploring Spanish Audio Script Clips CDs

Exploring Spanish Check-up Written and Listening Activities (Teacher's Guide)

Internet

Website: <http://pearsonc.educatorpages.com/>

Teacher's Discovery Supplemental books

Power points

Teacher created materials

Reproducible books

Video

Suggested Time Frame

35 days

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Middle Township Public Schools

Content Area:	Survey of Spanish-General	Grade(s) 9, 10, 11, 12
Unit Plan Title:	Unit Five: House, Family, Animals, and Higher Numbers	
Overview/Rationale		
Introductory level Spanish learners need to know how to talk about where they live and family members. This unit also includes how to count to 1,000.		
Standard(s) Number and Description		
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.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. of information and the negotiation of meaning between and among individuals.		
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.		
7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.		
Technology Standard(s) Number and Description		
8.1.12 -All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		
Interdisciplinary Standard(s) Number and Description		
LA.L.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Enduring Understandings:		
Students will understand how to talk about their home and family. They will also be able to count to 1000.		
It is predicted that students will struggle with numbers above 100. Review and practice of these concepts should help improve written and spoken Spanish.		

Middle Township Public Schools

Essential Questions:	
<p>How do you talk about your family members?</p> <p>How do you talk about where you live?</p> <p>How do you count from 100 to 1000s?</p>	
Student Learning Goals/Objectives:	
<p><i>Students will know how to talk about and describe their family members, where they live, and count to 1000 in the target language.</i></p>	<p><i>Students will be able to understand written and spoken words/phrases associated with home, family, and higher numbers. They will be able to use their new knowledge by participating in oral and written class activities in target language.</i></p>
Key Vocabulary and Terms:	
<p><i>Casa, baño, cuarto, apartamento, carpa, comedor, cocina, jardín, garaje(pp. 60-61)</i></p> <p><i>Madre, padre, hijo, hija, hermano, Hermana, sobrino, sobrina, abuelos, parientes, familia (pp. 72-74)</i></p> <p><i>Doscientos, trescientos, cuatrocientos, quinientos, seiscientos, setecientos, ochocientos, novecientos, mil, cien mil (teacher created materials)</i></p>	
Assessment Evidence:	
	<p><i>Formative and Summative: Students will be assessed with quizzes, tests, written/oral classroom activities, class participation, homework, cooperative learning activities, listening comprehension activities, projects, and quarterly benchmark exams.</i></p>

Middle Township Public Schools

<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
Title	Description with Modifications, number of days, etc.
<i>1. House/Residence</i>	<p>Students will listen to pronunciation of house types and rooms and locate the pictures from the textbook. They will practice the vocabulary by completing textbook and workbook activities during class. Activities in book pp. 62-64, 67. 5 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
<i>2. Family</i>	<p>Students will listen to pronunciation of Family. They will practice the vocabulary by completing textbook and workbook activities during class. Activities in book pp. 75-78, 81. 5 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
<i>3. Animals</i>	<p>Students will listen to pronunciation of Animals. They will practice the vocabulary by completing textbook and workbook activities during class. Activities in book pp. 88-93, 96. 5 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
<i>4. Higher Numbers</i>	<p>Students will listen to pronunciation of numbers 100 to 1000s. They will practice the vocabulary by completing teacher created materials. 5 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources:

Textbook: Exploring Spanish 3rd Edition

Workbook: Exploring Spanish 3rd Edition

Audio: Exploring Spanish Audio Script Clips CDs

Exploring Spanish Check-up Written and Listening Activities (Teacher's Guide)

Internet

Website: <http://pearsonc.educatorpages.com/>

Teacher's Discovery Supplemental books

Power points

Middle Township Public Schools

Teacher created materials Reproducible books Video	
Suggested Time Frame	20 days

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Survey of Spanish-General	Grade(s) 9, 10, 11, 12
Unit Plan Title:	Unit Six: Health and Clothing	
Overview/Rationale		
Introductory level Spanish learners need to know how to talk about their health. They also need to know how to describe what they are wearing.		
Standard(s) Number and Description		
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.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. of information and the negotiation of meaning between and among individuals.		
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.		
7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.		
Technology Standard(s) Number and Description		
8.1.12 -All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		
Interdisciplinary Standard(s) Number and Description		
LA.L.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		

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Enduring Understandings:

Students will understand how to talk about their body and well-being. They will understand how to say what they are wearing and describe it in The target language.

It is predicted that students will struggle with the grammatical agreement of nouns, articles and adjectives. Review and practice of these concepts should help improve written and spoken Spanish.

Essential Questions:

How do you talk about your body, health, and well-being?

How do you talk about what you are wearing ?

Student Learning Goals/Objectives:

Students will know how to talk about and describe their body, health, and clothing in the target language.

Students will be able to understand written and spoken words/phrases associated with health, clothing, and shopping. They will be able to use their new knowledge by participating in oral and written class activities in target language.

Key Vocabulary and Terms:

*El pelo, la cabeza, el cuerpo, la oreja, la pierna, la salud, los dientes, enfermo, content, sano (pp. 138-139)
Ropa, moda, chaqueta, bata, tenis, zapatos, blusa, traje de baño, vestido, falda, pantalones (pp. 152-153)*

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Assessment Evidence:	
	Formative and Summative: <i>Students will be assessed with quizzes, tests, written/oral classroom activities, class participation, homework, cooperative learning activities, listening comprehension activities, projects, and quarterly benchmark exams.</i>
Teaching and Learning Actions:	
Title	Description with Modifications, number of days, etc.
<i>1. Health/Body</i>	<p>Students will listen to pronunciation of parts of the body and locate the pictures in the textbook. They will practice the vocabulary by completing textbook and workbook activities during class. Activities in book pp. 14-145, 147. 8 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
<i>2. Clothing</i>	<p>Students will listen to pronunciation of clothing and locate the pictures in the textbook. They will practice the vocabulary by completing textbook and workbook activities during class. Activities in book pp. 154-158, 161. 8 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>

Middle Township Public Schools

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Middle Township Public Schools

Resources:

Textbook: Exploring Spanish 3rd Edition

Workbook: Exploring Spanish 3rd Edition

Audio: Exploring Spanish Audio Script Clips CDs

Exploring Spanish Check-up Written and Listening Activities (Teacher's Guide)

Internet

Website: <http://pearsonc.educatorpages.com/>

Teacher's Discovery Supplemental books

Power points

Teacher created materials

Reproducible books

Video

Suggested Time Frame

16 days

**D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Survey of Spanish-General	Grade(s) 9, 10, 11, 12
Unit Plan Title:	Unit Seven: Ancient American Civilizations	
Overview/Rationale		
Introductory level Spanish learners need to learn about the Ancient American Civilizations that were impacted by Spanish colonization and discovery.		
Standard(s) Number and Description		
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.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. of information and the negotiation of meaning between and among individuals.		
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.		
7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.		
Technology Standard(s) Number and Description		
8.1.12 -All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		
Interdisciplinary Standard(s) Number and Description		
LA.L.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		

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Enduring Understandings:

Students will be able to identify where Ancient American Civilizations lived on a map.

Students will be able to recognize the impact of Spanish explorers on each civilization.

It is predicted that students will struggle with remembering the location and facts of each civilization.

Essential Questions:

What are the three ancient American civilizations?

Where did they live?

How did the Spanish explorers influence the lives of these civilizations?

What impact did the traditions and customs of these civilizations have in Modern Latin America?

Student Learning Goals/Objectives:

Students will know the name and location of each ancient American civilization. They will also be able to identify traditions and customs that are still present in today's society.

Students will be able to understand written and spoken words/phrases associated with the history and culture of the three ancient American civilizations. They will be able to use their new knowledge by participating in oral and written class activities in target language.

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Key Vocabulary and Terms:	
<i>Maya, calendario, maíz, Chichen Itza, Mexico, Guatemala, Belize, Honduras, Central America</i> <i>Aztec, Mexico, piramides, Montezuma, Hernan Cortes, Quetzalcoatl</i> <i>Inca, Pachacuti, South America, Nazca, Machu Picchu, Andes Mountains</i>	
Assessment Evidence:	
	Formative and Summative Students will be assessed with quizzes, tests, written/oral classroom activities, class participation, homework, cooperative learning activities, listening comprehension activities, projects, and quarterly benchmark exams.
<i>Teaching and Learning Actions:</i>	
Title	Description with Modifications, number of days, etc.
1. <i>Maya</i>	<p>Students will watch power points explaining the location, timeline, and historical facts about the Maya people. They will be completing activities from reproducible books and teacher created materials. 7 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
2. <i>Aztec</i>	<p>Students will watch power points explaining the location, timeline, and historical facts about the Aztecs. They will be completing activities from reproducible books and teacher created materials. 7 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
3. <i>Inca</i>	<p>Students will watch power points explaining the location, timeline, and historical facts about the Inca. They will be completing activities from reproducible books and teacher created materials. 10 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources:

Middle Township Public Schools

Textbook: Exploring Spanish 3rd Edition

Workbook: Exploring Spanish 3rd Edition

Audio: Exploring Spanish Audio Script Clips CDs

Exploring Spanish Check-up Written and Listening Activities (Teacher's Guide)

Internet

Website: <http://pearsonc.educatorpages.com/>

Teacher's Discovery Supplemental books

Power points

Teacher created materials

Reproducible books

Video

Suggested Time Frame (Days):

24 days

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)