



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

Content Area:	Spanish 1	Grade(s) 9,10,11,12
Unit Plan Title:	Hola (Hello) – lección preliminar	
Overview/Rationale (Describe and Justify)		
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 (Established Goals)		
7.1.NM.A.1- recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.		
7.1.NM.A.2-demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response.		
7.1.NM.A.3-recognize a few common gestures and cultural practices associated with the target cultures.		
7.1.NM.A.4-Identify people, places, objects, based on oral or written descriptions.		
7.1.NM.A.5-demonstrate comprehension of brief oral and written messages using and and level appropriate, culturally authentic materials on familiar topics.		
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		
Language arts		

World Cultures

Mathematics

Geography

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

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 : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

21 st Century Interdisciplinary Themes			21 st Century Skills		
	x	Global Awareness		E,T,A	Critical Thinking and Problem Solving
	x	Environmental Literacy		E,A	Creativity and Innovation
		Health Literacy		E,T,A	Communication and Collaboration
		Civic Literacy		E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy		E	Initiative and Self-Direction
				E,T	Social and Cross-Cultural Skills
				E,T,A	Productivity and Accountability
				E	Leadership and Responsibility
				E,T,A	Informational Literacy Skills
				E	Media Literacy Skills
				E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:					
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>					
	E,T	CRP1. Act as a responsible and contributing citizen and employee			
	E,T,A	CRP2. Apply appropriate academic and technical skills			
	E	CRP3. Attend to personal health and financial well-being			
	E,T,A	CRP4. Communicate clearly and effectively with reason			
	E,T	CRP5. Consider the environmental, social and economic impacts of decisions			
	E,T,A	CRP6. Demonstrate creativity and innovation			
	E	CRP7. Employ valid and reliable research strategies			

	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
	E	CRP10. Plan education and career paths aligned to personal goals
	E	CRP11. Use technology to enhance productivity
	E,T	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... -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		Students will be able to (do)... -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:		
Greetings and salutations: <i>Buenos días, buenas noches, buenas tardes, hola, adios, hasta luego, hasta mañana</i> 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> 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> Days: <i>¿Qué día es? Hoy, Mañana, lunes, martes, miércoles, jueves, Viernes, sábado, domingo, la semana</i> 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>		

Weather: ¿Qué tiempo hace? Hace – sol, calor, frío, nublado, viento. Llueve, Nieva.

Say where from: ¿De dónde eres? ¿De dónde es? ¿De dónde es Ud? Soy de.., Es de..

Other: la clase, la señora, la señorita, el señor, el maestro(a) de español, el país, perdón, por favor, gracias, de nada, sí, no

Assessment Evidence:

Formative (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)

- 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.

Summative Assessment Measures: (Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?) ***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

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

<p>Instructional Strategies and Activities (add rows as needed)</p> <p>*D</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the sCharts willinclude words to describetudents are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Title</p>	<p>Description with Modifications, number of days, etc.</p>
<p>1. Greetings</p>	<p>Students will be divided into groups or 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</p>

	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
<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

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: (All textbooks, websites, and other major resources associated with the course)

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 (Days): 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 (Describe and Justify)		
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.

Standard(s) Number and Description (Established Goals)

7.1.NM.A.1- recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2-demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3-recognize a few common gestures and cultural practices associated with the target cultures.

7.1.NM.A.4-Identify people, places, objects, based on oral or written descriptions.

7.1.NM.A.5-demonstrate comprehension of brief oral and written messages using and and level appropriate, culturally authentic materials on familiar topics.

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

Language arts

World Cultures

Mathematics

Geography

Music

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

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 : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

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

What impact does gender have on the Spanish language?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning)

Check all that apply.		Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> E, A	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> E, T, A	Communication and Collaboration
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/> E	Flexibility and Adaptability
<input type="checkbox"/>	Financial, Economic ,	<input checked="" type="checkbox"/> E	Initiative and Self-Direction

	Business and Entrepreneurial Literacy

E,T	Social and Cross-Cultural Skills
E,T,A	Productivity and Accountability
E	Leadership and Responsibility
E,T	Informational Literacy Skills
E	Media Literacy Skills
E	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are *E*-Encouraged, *T*-Taught, or *A*-Assessed in this unit by marking *E, T, A* on the line before the appropriate skill.

E,T	CRP1. Act as a responsible and contributing citizen and employee
E,T,A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E,T,A	CRP4. Communicate clearly and effectively with reason
E,T	CRP5. Consider the environmental, social and economic impacts of decisions
E,T,A	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E,T	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E,T	CRP11. Use technology to enhance productivity
E,T	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually

be able to do as a result of such knowledge and skill?)	
<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: <i>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</i></p> <p>Foods: <i>agua, fruta, galleta, helado, jugo, papas fritas, pizza, refresco</i></p> <p>Say what like/don't like to do: <i>Me gusta, no me gusta, te/le</i></p> <p>Other: <i>la actividad, antes, despues, la escuela, mas, o, pero , tambien, muy, un poco, porque, todos</i></p> <p>People: <i>el/la amigo/a, chico/a, el/la estudiante, el hombre, la mujer, la persona</i></p> <p>Personality: <i>artístico, atlético, Bueno, cómico, desorganizado, estuidioso, inteligente, malo, organizado, perezoso, serio, simpatico, trabajador</i></p> <p>Appearance: <i>alto, bajo, bonito, grande, guapo, joven, pelirrojo, pequeño, Viejo, tengo el pelo castaño/rubio</i></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 	<p>Summative Assessment Measures: <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?) *Include Benchmarks</i></p> <ul style="list-style-type: none"> -Tests, quizzes, listening comprehension activities/quizzes, homework,

<p>-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.</p> <p>-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.</p> <p>-Model classroom commands and students will obey them.</p>	<p>cooperative learning activities, bell ringers.</p> <p>-Students will do the Para y piensa at the end of each section to see how well they understand a lesson.</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 align="center"><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p align="center"><i>Instructional Strategies and Activities (add rows as needed)</i></p> <p align="center"><i>*D</i></p> <p align="center">Title</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the sCharts willinclude words to describetudents are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p> <p>Description with Modifications, number of days, etc.</p>
<p>1.Noun –adjective agreement</p>	<p>Activities p. 63-69</p> <p>Workbook activities</p> <p>Listening activities</p> <p>Interactive activities with class</p> <p>5 days</p>
<p>2. US Cities</p>	<p>Students will identify cities with Spanish names located in the US – refer to p28-31</p> <p>1day</p>

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
<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 	

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: (All textbooks, websites, and other major resources associated with the course)

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 (Days):

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 (Describe and Justify)		
Students will be able to have short conversations about their daily schedules using time and subects. 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 (Established Goals)		

7.1.NM.A.1- recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2-demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3-recognize a few common gestures and cultural practices associated with the target cultures.

7.1.NM.A.4-Identify people, places, objects, based on oral or written descriptions.

7.1.NM.A.5-demonstrate comprehension of brief oral and written messages using and and level appropriate, culturally authentic materials on familiar topics.

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

Language arts

World Cultures

Mathematics

Geography

Music

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 : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning)

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E, T, A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> E,A	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> E,T,A	Communication and Collaboration
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/> E	Flexibility and Adaptability
<input type="checkbox"/>	Financial, Economic ,	<input checked="" type="checkbox"/> E	Initiative and Self-Direction

	Business and Entrepreneurial Literacy	E,T	Social and Cross-Cultural Skills
		E,T,A	Productivity and Accountability
		E	Leadership and Responsibility
		E,T	Informational Literacy Skills
		E	Media Literacy Skills
		E	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are *E*-Encouraged, *T*-Taught, or *A*-Assessed in this unit by marking *E*, *T*, *A* on the line before the appropriate skill.

E,T	CRP1. Act as a responsible and contributing citizen and employee
E,T,A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E,T,A	CRP4. Communicate clearly and effectively with reason
E,T	CRP5. Consider the environmental, social and economic impacts of decisions
E,T,A	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E,T	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E,T	CRP11. Use technology to enhance productivity
E,T	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually

be able to do as a result of such knowledge and skill?)	
<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 cafetería, 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, cinquenta, 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: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities (add rows as needed)</i></p> <p><i>*D</i></p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the sCharts willinclude words to describetudents are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Title</p>	<p>Description with Modifications, number of days, etc.</p>
<p>1.Vocabulary</p>	<p>Activities p86-90, 110-114</p> <p>Workbook activites</p> <p>Listening activities</p> <p>Interactive activities with class</p> <p>9 days</p>
<p>2 Verbs</p>	<p>Tener – p.91-95</p> <p>AR verbs- p.96-98</p> <p>Estar- p.115-119</p> <p>Ir- p.120-124</p> <p>Workbook, listening activities</p>

	Quiz 15 days
3 Culture	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</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: (All textbooks, websites, and other major resources associated with the course)

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 (Days): 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 (Describe and Justify)		
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 (Established Goals)		
7.1.NM.A.1- recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.		
7.1.NM.A.2-demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response.		
7.1.NM.A.3-recognize a few common gestures and cultural practices associated with the target cultures.		
7.1.NM.A.4-Identify people, places, objects, based on oral or written descriptions.		
7.1.NM.A.5-demonstrate comprehension of brief oral and written messages using and and level appropriate, culturally authentic materials on familiar topics.		

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 Chromebooks, Google Educational tools (Classrooms, drive, docs, slides, voice), blog, youtube, elmo, google earth, google maps, prezzi, powerpoint, cell phones</p>
Interdisciplinary Standard(s) Number and Description
<p>Language arts</p> <p>World Cultures</p> <p>Mathematics</p> <p>Geography</p> <p>Music</p>
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)
<p>Students will:</p> <ul style="list-style-type: none">- 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 : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning)

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Interdisciplinary Themes

21st Century Skills

<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	E,T,A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	E,A	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	E,T,A	Communication and Collaboration
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	E	Flexibility and Adaptability
<input type="checkbox"/>	Financial, Economic , Business and Entrepreneurial Literacy	<input type="checkbox"/>	E	Initiative and Self-Direction
		<input type="checkbox"/>	E,T	Social and Cross-Cultural Skills
		<input type="checkbox"/>	E,T,A	Productivity and Accountability
		<input type="checkbox"/>	E	Leadership and Responsibility

		E,T	Informational Literacy Skills
		E,T	Media Literacy Skills
		E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E, T, A on the line before the appropriate skill.			
	E,T	CRP1. Act as a responsible and contributing citizen and employee	
	E,T,A	CRP2. Apply appropriate academic and technical skills	
	E	CRP3. Attend to personal health and financial well-being	
	E,T,A	CRP4. Communicate clearly and effectively with reason	
	E,T	CRP5. Consider the environmental, social and economic impacts of decisions	
	E,T,A	CRP6. Demonstrate creativity and innovation	
	E,T	CRP7. Employ valid and reliable research strategies	
	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	
	E,T	CRP9. Model integrity, ethical leadership, and effective management	
	E	CRP10. Plan education and career paths aligned to personal goals	
	E,T	CRP11. Use technology to enhance productivity	
	E,T	CRP12. Work productively in teams while using cultural global competence	
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)			
Students will know....		Students will be able to (do)...	
-Vocabulary: meals, snacks, feelings, interrogatives, family, dates, pets		-Identify foods and beverages.	
-Possessive adjectives		-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

-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?)

<i>Instructional Strategies and Activities (add rows as needed)</i> <i>*D</i>	
Title	Consider how will the design will: (<i>WHERE</i>TO – <i>Understanding By Design –Wiggins and McTighe</i>) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the sCharts willinclude words to describetudents are coming from (prior knowledge and interests)? H = Hook all students and Hold their interest? E = Equip students, help the Experience the key ideas and Explore the issue? R =Provide opportunities to Rethink and Revise their understandings and work? E =Allow students to Evaluate their work and its implications? T =be Tailored (personalized to the different needs, interests and abilities of learners? O =be Organized to maximize initial and sustained engagement as well as effective learning?
	Description with Modifications, number of days, etc.
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
<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: (All textbooks, websites, and other major resources associated with the course)	

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 (Days): 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 (Describe and Justify)		
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 (Established Goals)		
<p>7.1.NM.A.1- recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2-demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3-recognize a few common gestures and cultural practices associated with the target cultures.</p> <p>7.1.NM.A.4-Identify people, places, objects, based on oral or written descriptions.</p> <p>7.1.NM.A.5-demonstrate comprehension of brief oral and written messages using and and level appropriate, culturally authentic materials on familiar topics.</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
Language arts
World Cultures
Mathematics
Geography
Music
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)
<p>Students will:</p> <ul style="list-style-type: none"> -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 : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, and/or <i>A</i> -Assessed in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> E,T,A	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> E,T,A	Communication and Collaboration
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/> E,a	Flexibility and Adaptability
<input type="checkbox"/>	Financial, Economic , Business and Entrepreneurial Literacy	<input checked="" type="checkbox"/> E,A	Initiative and Self-Direction
		<input checked="" type="checkbox"/> E,T	Social and Cross-Cultural Skills
		<input checked="" type="checkbox"/> E,T,A	Productivity and Accountability
		<input type="checkbox"/> E	Leadership and Responsibility
		<input checked="" type="checkbox"/> E,T,A	Informational Literacy Skills
		<input type="checkbox"/> E	Media Literacy Skills
		<input type="checkbox"/> E	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E, T, A** on the line before the appropriate skill.

E,T	CRP1. Act as a responsible and contributing citizen and employee
E,T,A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E,T,A	CRP4. Communicate clearly and effectively with reason
E,T	CRP5. Consider the environmental, social and economic impacts of decisions
E,T,A	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E,T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E,T,A	CRP11. Use technology to enhance productivity
E,T	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- Vocabulary: shopping, clothing, seasons, locations, transportation, menus.
- Direct object pronouns.
- Surrealism
- Salvador Dali
- Antonio Colinas
- Local markets in Spain and Guatemala

Students will be able to (do)...

- 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:	
<p><i>Talk about shopping: el centro comercial, el dinero, el dólar, el euro, ir de compras, pagar, el precio, la tienda</i></p> <p><i>Expressions with tener – calor, frío, razón</i></p> <p><i>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</i></p> <p><i>Colors: Amarillo, anaranjado, azul, blanco, marron, negro, rojo, verde</i></p> <p><i>Seasons: la estación, el invierno, el otoño, la primavera, el verano</i></p> <p><i>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</i></p> <p><i>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</i></p> <p><i>Other: durante, cerrar, empezar, entender, pensar, preferir, querer, allí, almorzar, aquí, dormir, el lugar, poder, tal vez, ver, volver</i></p>	
Assessment Evidence:	
<p>Formative</p> <ul style="list-style-type: none"> -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 	<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
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	

<p><i>Instructional Strategies and Activities (add rows as needed)</i></p> <p><i>*D</i></p>	<p>Consider how will the design will: (<i>WHERE TO – Understanding By Design –Wiggins and McTighe</i>)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the sCharts willinclude words to describetudents are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
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
9.	
10.	
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: (All textbooks, websites, and other major resources associated with the course)

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 (Days):

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 Schools

216 S. Main Street
Cape May Court House, NJ 08210

Born On Date: August 2018

Content Area:	Spanish 2	Grade(s) 9,10,11,12
Unit Plan Title:	Mis amigos y yo! (My friends and I) – preliminar	
Overview/Rationale (Describe and Justify)		
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 (Established Goals)		
<p>7.1.NH.A.1- recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.A.2-demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.NH.A.3-recognize some common gestures and cultural practices associated with the target cultures</p> <p>7.1.NH.A.4-Identify people, places, objects, and activities in daily life based on oral or written descriptions</p> <p>7.1.NH.A.5-demonstrate comprehension of short conversations and brief written messages on familiar topics</p> <p>7.1.NH.A.6-Identify the main idea and other significant ideas in reading from age and level appropriate, culturally authentic materials</p> <p>7.1.NH.B.2 – give and follow a series of oral and written directions, commands, and requests for participating in and level appropriate classroom and cultural activities</p> <p>7.1.NH.B.5-converse on a variety of familiar topics and/or topics studied in other content areas</p> <p>7.1.NH.C.2-create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>.</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
Language arts
World Cultures
Mathematics
Geography

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)
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 provocative questions will foster inquiry, understanding, and transfer of learning?)

What is the influence of the Cuban community in Florida?

How do artists participate in community events where you live?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> E, A	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> E, T, A	Communication and Collaboration
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/> E	Flexibility and Adaptability
<input type="checkbox"/>	Financial, Economic , Business and Entrepreneurial Literacy	<input checked="" type="checkbox"/> E	Initiative and Self-Direction
<input type="checkbox"/>		<input checked="" type="checkbox"/> E, T	Social and Cross-Cultural Skills
<input type="checkbox"/>		<input checked="" type="checkbox"/> E, T, A	Productivity and Accountability
<input type="checkbox"/>		<input checked="" type="checkbox"/> E	Leadership and Responsibility
<input type="checkbox"/>		<input checked="" type="checkbox"/> E, T, A	Informational Literacy Skills
<input type="checkbox"/>		<input checked="" type="checkbox"/> E, T, A	Media Literacy Skills
<input type="checkbox"/>		<input checked="" type="checkbox"/> E, T, A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
<input checked="" type="checkbox"/>	E	CRP1. Act as a responsible and contributing citizen and employee

E,T,A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E,T,A	CRP4. Communicate clearly and effectively with reason
E,T	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E,T	CRP11. Use technology to enhance productivity
E,T,A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<i>Students will know....</i> -Vocabulary: people, appearances, qualities, activities, locations, descriptions, food <i>-definite and indefinite articles</i> <i>-subject pronouns</i> <i>-adjectives</i> <i>-present tense verb endings</i> <i>-La Calle Ocho</i>	<i>Students will be able to (do)...</i> -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:

Formative

- 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.

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

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

<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p>	<p>Consider how will the design will: (<i>WHERE TO – Understanding By Design –Wiggins and McTighe</i>) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H= Hook all students and Hold their interest? E= Equip students, help the Experience the key ideas and Explore the issue? R=Provide opportunities to Rethink and Revise their understandings and work? E=Allow students to Evaluate their work and its implications? T=be Tailored (personalized to the different needs, interests and abilities of learners)? O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
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
15.	
<p>Modifications <u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u> Individualized Education Plans (IEPs):</p>	

- ⇒ 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: (All textbooks, websites, and other major resources associated with the course)

Textbook: ¡Avancemos! 2

Workbook: ¡Avancemos! 2

Workbook: Verb Drills: Present

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

Internet

Suggested Time Frame (Days):

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 (Describe and Justify)		
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 (Established Goals)		
<p>7.1.NH.A.1- recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.A.2-demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.NH.A.3-recognize some common gestures and cultural practices associated with the target cultures</p> <p>7.1.NH.A.4-Identify people, places, objects, and activities in daily life based on oral or written descriptions</p> <p>7.1.NH.A.5-demonstrate comprehension of short conversations and brief written messages on familiar topics</p> <p>7.1.NH.A.6-Identify the main idea and other significant ideas in reading from age and level appropriate, culturally authentic materials</p> <p>7.1.NH.B.2 – give and follow a series of oral and written directions, commands, and requests for participating in and level appropriate classroom and cultural activities</p> <p>7.1.NH.B.5-converse on a variety of familiar topics and/or topics studied in other content areas</p> <p>7.1.NH.C.2-create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>.</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, prezi, powerpoint, cell phones</p>		
Interdisciplinary Standard(s) Number and Description		

Language arts

World Cultures

Mathematics

Geography

Art

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

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 : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):				
Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes			21 st Century Skills	
	x	Global Awareness	E,T,A	Critical Thinking and Problem Solving
	x	Environmental Literacy	E,A	Creativity and Innovation
		Health Literacy	E,T,A	Communication and Collaboration
		Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
			E,T	Social and Cross-Cultural Skills
			E,T,A	Productivity and Accountability
			E	Leadership and Responsibility
			E,T,A	Informational Literacy Skills
			E,T,A	Media Literacy Skills
			E,T,A	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.				
	E,T	CRP1. Act as a responsible and contributing citizen and employee		
	E,T,A	CRP2. Apply appropriate academic and technical skills		
	E	CRP3. Attend to personal health and financial well-being		

E,T,A	CRP4. Communicate clearly and effectively with reason
E,T	CRP5. Consider the environmental, social and economic impacts of decisions
E,A	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E,T	CRP11. Use technology to enhance productivity
E,T,A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<i>Students will know....</i> -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 Jeannette Carballo. -Natural parks in Costa Rica and Chile.	<i>Students will be able to (do)...</i> -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 Terms:	
<i>Planning: la agencia de viajes, el agente de viajes, confirmar el vuelo, hacer la maleta, hacer un viaje, ir de vacaciones, llamar a, viajar</i> <i>Items: el boleto, el boleto de ida y vuelta, el equipaje, la identificación, el itinerario, la maleta, el pasaporte, la tarjeta de embarque, el traje de baño, el anillo, el arête, las artesanias, el collar, las joyas, el recuerdo, la tarjeta postal</i>	

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 parade 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, visitor 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 dejo..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>	
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Title</p>	<p>Description with Modifications, number of days, etc.</p>
<p>16. Preterit tense and grammar</p>	<p>Activities in book p40- personal “a”/p.41-45- direct object pronouns/p.46-48 – indirect object pronouns p.65-75- preterit tense Listening, reading, writing activities from workbooks and my.hrw.com 17 days</p>
<p>17. Vocabulary</p>	<p>Activities in book- p36-40,57,60-64,80 Workbook and listening activities Presentations Sidebar practice activities as provided by the teacher 9 days</p>

18. Cultural Connections	Costa Rica: la Pura vida, Playa Hermosa, National parks, destinations, artists p.32-33(+ cultura interactive),34-35,42,48,52-53,,54,66,72,76-78 5 days
19. Tests/quizzes	Recall quizzes Test- listening/reading/writing 2 days
20.	
<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: (All textbooks, websites, and other major resources associated with the course)	
Textbook: ¡Avancemos! 2 Workbook: ¡Avancemos! 2 Workbook: Verb Drills: Present Videos, games, quizzes, flashcards from my.hrw.com Internet	
Suggested Time Frame (Days):	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 (Describe and Justify)		
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 (Established Goals)		
<p>7.1.NH.A.1- recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.A.2-demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.NH.A.3-recognize some common gestures and cultural practices associated with the target cultures</p> <p>7.1.NH.A.4-Identify people, places, objects, and activities in daily life based on oral or written descriptions</p> <p>7.1.NH.A.5-demonstrate comprehension of short conversations and brief written messages on familiar topics</p> <p>7.1.NH.A.6-Identify the main idea and other significant ideas in reading from age and level appropriate, culturally authentic materials</p> <p>7.1.NH.B.2 – give and follow a series of oral and written directions, commands, and requests for participating in and level appropriate classroom and cultural activities</p>		

7.1.NH.B.5-converse on a variety of familiar topics and/or topics studied in other content areas

7.1.NH.C.2-create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

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

Language arts

World Cultures

Mathematics

Geography

Music

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

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 : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Interdisciplinary Themes

21st Century Skills

<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	E,T,A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	E,A	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	E,T,A	Communication and Collaboration
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	E	Flexibility and Adaptability
<input type="checkbox"/>	Financial, Economic , Business and Entrepreneurial Literacy	<input type="checkbox"/>	E	Initiative and Self-Direction
		<input type="checkbox"/>	E,T,A	Social and Cross-Cultural Skills
		<input type="checkbox"/>	E,T,A	Productivity and Accountability

		E	Leadership and Responsibility
		E,T,A	Informational Literacy Skills
		E,T,A	Media Literacy Skills
		E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:		
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E, T, A on the line before the appropriate skill.		
	E,T	CRP1. Act as a responsible and contributing citizen and employee
	E,T,A	CRP2. Apply appropriate academic and technical skills
	E	CRP3. Attend to personal health and financial well-being
	E,T,A	CRP4. Communicate clearly and effectively with reason
	E,T	CRP5. Consider the environmental, social and economic impacts of decisions
	E,A	CRP6. Demonstrate creativity and innovation
	E	CRP7. Employ valid and reliable research strategies
	E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
	E	CRP10. Plan education and career paths aligned to personal goals
	E,T	CRP11. Use technology to enhance productivity
	E,T,A	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
Students will know....	Students will be able to (do)...

<p>-Vocabulary: sporting events, sports competitions, sports equipment, ways to stay healthy, describing athletes, emotions, daily routines, parts of the body, personal care items.</p> <p>-Culture- sports and Argentinean culture in the art of Antonio Berni, the history of the World Cup</p> <p>-Demonstrative adjectives and pronouns</p>	<p>-Talk about sporting events and athletes.</p> <p>-Point out specific people and things.</p> <p>-Retell events from the past.</p> <p>-Conjugate “er” and “ir” verbs in the preterit.</p> <p>-Conjugate reflexive verbs.</p> <p>-Use the present progressive.</p> <p>-Form adverbs with “mente”.</p> <p>-Clarify the sequence of events.</p>
Key Vocabulary and Terms:	
<p>Sporting events: <i>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</i></p> <p>Sports Equipment: <i>la pista, la red, el uniforme</i></p> <p>Emotions: <i>Ay, por favor!, Bravo!, Dale!, Uy!</i></p> <p>Describe Athletes: <i>active, el deportista, lento, musculoso, rápido</i></p> <p>Ways to stay healthy: <i>es Bueno, es importante, es necesario, hacer ejercicio, mantenerse en forma, saludable, seguir una dieta balanceada</i></p> <p>Daily routines: <i>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</i></p> <p>Body parts: <i>la cara, el codo, el cuello, el dedo, el dedo del pie, el diente, la garganta, el hombro, la muñeca, el oído, la uña</i></p> <p>Personal care items: <i>el depilador/de dientes, el champú, la crema de afeitar, el desodorante, el jabón, la pasta de dientes, el peine, el secador de pelo, la toalla</i></p> <p>Sequence of events: <i>primero, entonces, luego, más tarde, por fin</i></p> <p>How often: <i>a veces, frecuentemente, generalmente, normalmente</i></p>	
Assessment Evidence:	
<p>Formative</p> <p>-Students will tell a partner their preferred activities and how long they have been practicing/playing it</p> <p>- Students will compare the Tour de France with the Vuelta a España</p>	<p>Summative *Include Benchmarks</p> <p>-Tests, quizzes, listening comprehension activities/quizzes, homework, cooperative learning activities, bell ringers.</p> <p>-Students will do the Para y piensa at the end of each section to see how</p>

<p>and in pairs, map it out on a map of Spain.</p> <ul style="list-style-type: none"> -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. -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. 	<p>well they understand a lesson.</p> <ul style="list-style-type: none"> -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><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Title</p>	<p>Description with Modifications, number of days, etc.</p>
<p>21. Preterit tense and grammar</p>	<p>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</p>

	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
25.	
<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 	

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: (All textbooks, websites, and other major resources associated with the course)

Textbook: ¡Avancemos! 2

Workbook: ¡Avancemos! 2

Workbook: Verb Drills: Present

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

Internet

Suggested Time Frame (Days):

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 (Describe and Justify)		
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 (Established Goals)		

7.1.NH.A.1- recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.2-demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response

7.1.NH.A.3-recognize some common gestures and cultural practices associated with the target cultures

7.1.NH.A.4-Identify people, places, objects, and activities in daily life based on oral or written descriptions

7.1.NH.A.5-demonstrate comprehension of short conversations and brief written messages on familiar topics

7.1.NH.A.6-Identify the main idea and other significant ideas in reading from age and level appropriate, culturally authentic materials

7.1.NH.B.2 – give and follow a series of oral and written directions, commands, and requests for participating in and level appropriate classroom and cultural activities

7.1.NH.B.5-converse on a variety of familiar topics and/or topics studied in other content areas

7.1.NH.C.2-create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

.

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

Language arts

World Cultures

Mathematics

Geography

Music			
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)			
Students will: -express personal needs. -express opinions. -describe past activities and events. -discuss the Taino and Puerto Rican history.			
Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)			
What do popular locations express about a culture? What parts of a culture are represented in celebrations and festivals? Can you give examples?			
21st Century Connections (P21 Framework – Partnership for 21st Century Learning):			
Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E, T, A on the line before the appropriate skill.	
21st Century Interdisciplinary Themes		21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving

	x	Environmental Literacy	E,A	Creativity and Innovation
		Health Literacy	E,T,A	Communication and Collaboration
		Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
			E,T,A	Social and Cross-Cultural Skills
			E,T,A	Productivity and Accountability
			E	Leadership and Responsibility
			E,T,A	Informational Literacy Skills
			E,T,A	Media Literacy Skills
			E,T,A	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>				
	E,T	CRP1. Act as a responsible and contributing citizen and employee		
	E,T,A	CRP2. Apply appropriate academic and technical skills		
	E	CRP3. Attend to personal health and financial well-being		
	E,T,A	CRP4. Communicate clearly and effectively with reason		
	E,T	CRP5. Consider the environmental, social and economic impacts of decisions		
	E,A	CRP6. Demonstrate creativity and innovation		
	E	CRP7. Employ valid and reliable research strategies		
	E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them		

	E	CRP9. Model integrity, ethical leadership, and effective management
	E	CRP10. Plan education and career paths aligned to personal goals
	E,T	CRP11. Use technology to enhance productivity
	E,T,A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... -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		Students will be able to (do)... -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:		
<i>Clothing and accessories: el abrigo, las botas, el chaleco, el cinturón, la falda, la gorra, la pulsera, el reloj, las sandalias, el sueter, el traje,</i> <i>Fit and fashion: de cuadros, de rayas, estar de moda, el número, la talla, vestirse, como me queda?, quedar, bien, mal, flojo, apretado</i> <i>Shops: el almacén, la farmacia, internet, la joyería, la librería, la panadería, la zapatería</i> <i>Preferences and opinions: creo que sí, creo que no, en mi opinion, es Buena idea, nala idea, me parece que, encantar, importar, interesar, recomendar</i> <i>Items at stores: los aritculos, barato, la escultura, fino, una ganga, la pintura, el retrato, único, hecho a mano, de cerámica, cuero, madera, metal, oro, piedra, plata</i> <i>Courtesy: com mucho gusto, con permiso, de nada, disculpe, no hay de que, pase, perdoneme, me deja ver?</i>		
Assessment Evidence:		
Formative		Summative *Include Benchmarks
-Students create a simple ad in Spanish for their favorite store or		-Tests, quizzes, listening comprehension activities/quizzes, homework,

<p>brand of clothing, They will present their commercial to the class.</p> <ul style="list-style-type: none"> -Students will create their own vejigante. - In small groups, students will say how their families celebrate holidays. - Students will tell each others how long ago they did something. - 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. 	<p>cooperative learning activities, bell ringers.</p> <ul style="list-style-type: none"> -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 – brochures, ads -Quiz -Test
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p>	<p>Consider how will the design will: (<i>WHERE TO – Understanding By Design –Wiggins and McTighe</i>)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Title</p>	<p>Description with Modifications, number of days, etc.</p>
<p>26. Preterit tense and grammar</p>	<p>p.149-153-present tense of irregular “yo” verbs p.154-159- prepositional pronouns p.165 p.173-183-irregular preterits</p>

	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
30.	
<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

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: (All textbooks, websites, and other major resources associated with the course)

Textbook: ¡Avancemos! 2

Workbook: ¡Avancemos! 2

Workbook: Verb Drills: Present

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

Internet

Suggested Time Frame (Days):

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

Born On Date: February 15th, 2018

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 (Describe and Justify)		
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 (Established Goals)		
<p>7.1.IL.A.1 – Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IL.A.2 – Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 –Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices).</p> <p>7.1.IL.A.4 –Use the target language to describe people, places, objects, and daily activities learned about through oral and written descriptions.</p> <p>7.1.IL.A.5 – Demonstrate comprehension of conversations and written information on a variety of topics</p> <p>7.1.IL.A.6 – Identify the main idea, theme, and most supporting details in reading from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.A.7 – Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.2 – Give and follow a series of oral and written directions, commands, and requests for participating in age – and level – appropriate classroom and cultural activities.</p> <p>7.1.IL.B.5 – Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.2 – Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</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), Voice thread, blog, you tube, glogster, elmo, google earth, google maps, prezi, power point, poll everywhere, cell phones</p>		

Middle Township Public Schools

Interdisciplinary Standard(s) Number and Description	
<p>Family & Consumer Sciences</p> <p>Art</p> <p>Geography, Government</p>	
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
<p>Hispanics have had a lot of influence in the United States.</p> <p>All Hispanic food is not the same.</p> <p>Artists often repeat the same themes in their work.</p>	
Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
<p>What is the influence of Hispanics in the United States?</p> <p>Why do artists repeat certain themes in their work?</p>	
21 st Century Connections (P21 Framework – Partnership for 21 st Century Learning):	
Check all that apply.	Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by

Middle Township Public Schools

21 st Century Interdisciplinary Themes			<i>marking E, T, A on the line before the appropriate skill.</i> 21 st Century Skills	
	x	Global Awareness	E,T,A	Critical Thinking and Problem Solving
	x	Environmental Literacy	E,A	Creativity and Innovation
		Health Literacy	E,T,A	Communication and Collaboration
		Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
			E,T	Social and Cross-Cultural Skills
			E,T,A	Productivity and Accountability
			E	Leadership and Responsibility
			E,T,A	Informational Literacy Skills
			E,T,A	Media Literacy Skills
			E,T,A	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>				
	E,T	CRP1. Act as a responsible and contributing citizen and employee		
	E,T,A	CRP2. Apply appropriate academic and technical skills		
	E	CRP3. Attend to personal health and financial well-being		
	E,T,A	CRP4. Communicate clearly and effectively with reason		
	E,T	CRP5. Consider the environmental, social and economic impacts of decisions		
	E,T,A	CRP6. Demonstrate creativity and innovation		

Middle Township Public Schools

	E	CRP7. Employ valid and reliable research strategies
	E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
	E	CRP10. Plan education and career paths aligned to personal goals
	E,T	CRP11. Use technology to enhance productivity
	E,T,A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
<i>Students will know....</i> -Vocabulary: people, activities, places, emotions, food, adjectives -Surrealism and Salvador Dali		<i>Students will be able to (do)...</i> -Conjugate verbs in the present tense. -Differentiate between <i>saber</i> and <i>conocer</i> . -Describe daily routines.
Key Vocabulary and Terms:		
People & Activities: actor, actriz, cámara digital, ciencia ficción, mensajero instantáneo, acampar, dar una caminata, dibujar, estar en línea, hacer una excursion, pescar, regatear, tomar fotos, visitar un museo What you know how to do: competir, contar, hacer ejercicio, jugar en equipo, meter un gol, montar a caballo, el premio Places: almacén, barrio, edificio, farmacia, joyería, librería, panadería, parade de autobus, película, rascacielos, teatro, tienda, zapatería Emotions: Estoy muy emocionado, me encantaría, me hace llorar, me hace reir, me da miedo, qué lástima Daily routines: acostarse, bañarse, cepillarse, despertarse, ducharse, lavarse, levantarse, ponerse, secarse, vestirse Food: ajo, cenar, desayunar, especialidad, merienda, papa, pescado, pimienta, pollo asado, postre, sal, sopa, verduras Adjectives: activo, agrio, amable, avanzado, cocido, crudo, dulce, frito, hervido, lento, musculoso, picante, rápido, sabroso, salado		
Assessment Evidence:		
Formative		Summative <i>*Include Benchmarks</i>

Middle Township Public Schools

<p>-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..</p> <p>-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.</p>	<p>-Tests, quizzes, listening comprehension activities/quizzes, homework, cooperative learning activities, bell ringers.</p> <p>-Students will do the Para y piensa at the end of each section to see how well they understand a lesson.</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: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities (add rows as needed)</i></p> <p><i>*D</i></p> <p>Title</p>	<p>Consider how will the design will: (<i>WHERE TO – Understanding By Design –Wiggins and McTighe</i>)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p> <p>Description with Modifications, number of days, etc.</p>
<p>31. Present tense</p>	<p>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.</p> <p>Students will write an e-mail to a friend about their first week of school. Activities in book p.5,8-11, 14-15</p> <p>5 days</p>
<p>32. Art & surrealism</p>	<p>Read and discuss surrealism and Dali.</p> <p>Look at works of Dali and other surrealists.</p> <p>Compare with own way of creating.</p> <p>5 days</p>
<p>33. Hispanic Influences in the</p>	<p>Listening comprehension activities p.2,3,6,7,12,13</p> <p>Read, research, discuss</p>

Middle Township Public Schools

US	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

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

Middle Township Public Schools

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

Resources: (All textbooks, websites, and other major resources associated with the course)

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 (Days): 25 days

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

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 (Describe and Justify)		
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 (Established Goals)		

Middle Township Public Schools

- 7.1.IL.A.1** – Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2** – Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3** – Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices).
- 7.1.IL.A.4** – Use the target language to describe people, places, objects, and daily activities learned about through oral and written descriptions.
- 7.1.IL.A.5** – Demonstrate comprehension of conversations and written information on a variety of topics
- 7.1.IL.A.6** – Identify the main idea, theme, and most supporting details in reading from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7** – Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.B.2** – Give and follow a series of oral and written directions, commands, and requests for participating in age – and level – appropriate classroom and cultural activities.
- 7.1.IL.B.5** – Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.C.2** – Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

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

Interdisciplinary Standard(s) Number and Description

History

English/Literature

Science – climates/migration of butterflies

Middle Township Public Schools

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

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 provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> E, A	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> E, T, A	Communication and Collaboration
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/> E	Flexibility and Adaptability

Middle Township Public Schools

	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
		E,T	Social and Cross-Cultural Skills
		E,T,A	Productivity and Accountability
		E	Leadership and Responsibility
		E,T,A	Informational Literacy Skills
		E,T,A	Media Literacy Skills
		E,T,A	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, or <i>A</i> -Assessed in this unit by marking <i>E, T, A</i> on the line before the appropriate skill.			
E,T	CRP1. Act as a responsible and contributing citizen and employee		
E,T,A	CRP2. Apply appropriate academic and technical skills		
E	CRP3. Attend to personal health and financial well-being		
E,T,A	CRP4. Communicate clearly and effectively with reason		
E,T	CRP5. Consider the environmental, social and economic impacts of decisions		
E,T,A	CRP6. Demonstrate creativity and innovation		
E,A	CRP7. Employ valid and reliable research strategies		
E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them		
E	CRP9. Model integrity, ethical leadership, and effective management		
E	CRP10. Plan education and career paths aligned to personal goals		
E,T	CRP11. Use technology to enhance productivity		

Middle Township Public Schools

	E,T,A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
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:		
<p>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</p> <p>Activities with Friends: ahorrar, conseguir, divertirse, encender, hacer una excursion, llenar, meterse en, montar, navegar por rápidos, namegar, observer, ofrecer, remar, seguir, utilizar</p> <p>Nature: agua dulce, araña, árbol, bosque, flor, mariposa, naturaleza, pájaro, pez, rio, selva, sender, serpiente</p> <p>Misc: agotador, extranjero, con anticipación, dentro, frente a, fuera, inolvidable, junto a, sin</p> <p>Family relationships: apellido, bebé, bisabuelo, biznieto, cuñado, esposo, madrina, matrimonio, nieto, novio, nuera, padrino, pariente, sobrino, suegro, yerno</p> <p>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</p> <p>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</p>		
Assessment Evidence:		
Formative -Students will discuss what they know or think they know about	Summative *Include Benchmarks -Tests, quizzes, listening comprehension activities/quizzes, homework,	

Middle Township Public Schools

<p>Mexico and then discuss what they have learned – were there any misconceptions?</p> <p>-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.</p>	<p>cooperative learning activities, bell ringers, participation, oral presentations, benchmark</p> <p>-Students will do the Para y piensa at the end of each section to see how well they understand a lesson.</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: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities (add rows as needed)</i></p> <p><i>*D</i></p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Title</p>	<p>Description with Modifications, number of days, etc.</p>
<p>36. Mexico</p>	<p>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</p> <p>5 days</p>
<p>37. Art & literature</p>	<p>Read, discuss, look at works of Gerardo Murillo, Octavio Paz, Laura Esquivel p.38,48-51,74-77</p> <p>3 days</p>

Middle Township Public Schools

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
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 Conjuguemos.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
<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 	

Middle Township Public Schools

- ⇒ 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: (All textbooks, websites, and other major resources associated with the course)

Textbook: ¡Avancemos! 3

Workbook: ¡Avancemos! 3

Workbook: Verb Drills: Past & Present

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

Music

Internet

You tube

conjuguemos.com

Suggested Time Frame (Days):

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 (Describe and Justify)		
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 (Established Goals)		
<p>7.1.IL.A.1 – Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IL.A.2 – Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 –Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices).</p> <p>7.1.IL.A.4 –Use the target language to describe people, places, objects, and daily activities learned about through oral and written descriptions.</p> <p>7.1.IL.A.5 – Demonstrate comprehension of conversations and written information on a variety of topics</p>		

Middle Township Public Schools

7.1.IL.A.6 – Identify the main idea, theme, and most supporting details in reading from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7 – Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.B.2 – Give and follow a series of oral and written directions, commands, and requests for participating in age – and level – appropriate classroom and cultural activities.

7.1.IL.B.5 – Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.C.2 – Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

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

Interdisciplinary Standard(s) Number and Description

History/World Cultures

Mathematics

Geography

Music

English/Literature

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

The importance for volunteering in your own community to help your neighbors. What can the students do?

Middle Township Public Schools

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: (What provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, and/or <i>A</i> -Assessed in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication and Collaboration
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Flexibility and Adaptability
<input type="checkbox"/>	Financial, Economic , Business and Entrepreneurial	<input checked="" type="checkbox"/>	Initiative and Self-Direction
		<input checked="" type="checkbox"/>	Social and Cross-Cultural Skills

Middle Township Public Schools

	Literacy

E,T,A	Productivity and Accountability
E	Leadership and Responsibility
E,T,A	Informational Literacy Skills
E,T,A	Media Literacy Skills
E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E,T	CRP1. Act as a responsible and contributing citizen and employee
E,T,A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E,T,A	CRP4. Communicate clearly and effectively with reason
E,T	CRP5. Consider the environmental, social and economic impacts of decisions
E,T,A	CRP6. Demonstrate creativity and innovation
E,A	CRP7. Employ valid and reliable research strategies
E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E,T	CRP11. Use technology to enhance productivity
E,T,A	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Middle Township Public Schools

<p><i>Students will know....</i></p> <ul style="list-style-type: none"> -Vocabulary: volunteer activities, media and the community, opinions. -Pronouns with commands. -Impersonal expressions. -Spanish-language publications in the United States. -Pablo O'Higgins. 	<p><i>Students will be able to (do)...</i></p> <ul style="list-style-type: none"> -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.
<p>Key Vocabulary and Terms:</p>	
<p>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;</p> <p>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 ;</p> <p>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;</p> <p>Talk about the Media: el acceso, el anuncio clasificado, el anuncio personal, el artículo de opinión, 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 noticiero, la publicidad por correo, el público, la reseña, la subtitulación para sordos, el telespectador, la teletón, el titular;</p> <p>Actions: distribuir, emitir, entrevistar, investigar, presenter, publicar, traducir;</p> <p>Express opinions: el debate, describir, estar de acuerdo con, no estar de acuerdo con, explicar;</p> <p>Talk about the community: a beneficio de, donar, la obra caritativa, otorgar, el patrocinador, patrocinar, el programa educativo, los volantes.</p>	
<p>Assessment Evidence:</p>	
<p><i>Formative</i></p> <ul style="list-style-type: none"> -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 	<p><i>Summative *Include Benchmarks</i></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

Middle Township Public Schools

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.

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

Middle Township Public Schools

<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p>	<p>Consider how will the design will: (<i>WHERE TO – Understanding By Design –Wiggins and McTighe</i>) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H= Hook all students and Hold their interest? E= Equip students, help the Experience the key ideas and Explore the issue? R=Provide opportunities to Rethink and Revise their understandings and work? E=Allow students to Evaluate their work and its implications? T=be Tailored (personalized to the different needs, interests and abilities of learners)? O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Title	Description with Modifications, number of days, etc.
<p>42. Miami and NYC</p>	<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>
<p>43. Art & literature & music</p>	<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>
<p>44. Commands</p>	<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.</p>

Middle Township Public Schools

	<p>Workbook and listening activities My.hrw.com Conjuguemos.com 12 days</p>
45. Pronouns with commands	<p>Place the pronouns in the proper position depending on affirmative or negative command p.123-127 Workbook activities My.hrw.com 5 days</p>
46. Impersonal Expressions + Infinitive	<p>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</p>
47. Vocabulary	<p>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</p>
<p>Modifications <u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u> <i>Individualized Education Plans (IEPs):</i> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons</p>	

Middle Township Public Schools

- ⇒ 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: (All textbooks, websites, and other major resources associated with the course)

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 (Days):

33 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:	El future de nuestro planeta. (The future of our planet.) – Unit 3 – lesson 1,2	
Overview/Rationale (Describe and Justify)		
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 (Established Goals)		
<p>7.1.IL.A.1 – Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IL.A.2 – Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 –Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices).</p> <p>7.1.IL.A.4 –Use the target language to describe people, places, objects, and daily activities learned about through oral and written descriptions.</p> <p>7.1.IL.A.5 – Demonstrate comprehension of conversations and written information on a variety of topics</p> <p>7.1.IL.A.6 – Identify the main idea, theme, and most supporting details in reading from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.A.7 – Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.2 – Give and follow a series of oral and written directions, commands, and requests for participating in age – and level – appropriate classroom and cultural activities.</p>		

Middle Township Public Schools

7.1.IL.B.5 – Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.C.2 – Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

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

Interdisciplinary Standard(s) Number and Description

World Cultures

Mathematics

Geography

Music

English/Literature

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

Students will discuss the impact of technology.

Students will express environmental concerns and possibilities.

Students will predict and discuss causes and effects.

Middle Township Public Schools

Students will discuss obligations and responsibilities.

Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> E, A	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> E, T, A	Communication and Collaboration
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/> E	Flexibility and Adaptability
<input type="checkbox"/>	Financial, Economic , Business and Entrepreneurial Literacy	<input checked="" type="checkbox"/> E, A	Initiative and Self-Direction
		<input checked="" type="checkbox"/> E, T, A	Social and Cross-Cultural Skills
		<input checked="" type="checkbox"/> E, T, A	Productivity and Accountability
		<input checked="" type="checkbox"/> E	Leadership and Responsibility

Middle Township Public Schools

		E,T,A	Informational Literacy Skills
		E,T,A	Media Literacy Skills
		E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.

E,T	CRP1. Act as a responsible and contributing citizen and employee
E,T,A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E,T,A	CRP4. Communicate clearly and effectively with reason
E,T,A	CRP5. Consider the environmental, social and economic impacts of decisions
E,T,A	CRP6. Demonstrate creativity and innovation
E,T,A	CRP7. Employ valid and reliable research strategies
E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E,T,A	CRP11. Use technology to enhance productivity
E,T,A	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know.... -Vocabulary: environmental concerns and possibilities, technology, predictions, social awareness, inventions, mistakes, persistence;	Students will be able to (do)... -Form the future tense; -Identify when to use pro or para;
---	--

Middle Township Public Schools

<ul style="list-style-type: none"> -The art of Jose Antonio Velasquez; -Costa Rica's rainforest; -Lakes in Nicaragua; -The Panama Canal; 	<ul style="list-style-type: none"> -Form the present subjunctive of regular verbs; - Present and support an opinion; -Express a point of view and make recommendations.
Key Vocabulary and Terms:	
<p>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 removable, el petróleo, el planeta, el recurso natural, la responsabilidad, el riesgo, la sequía, el smog, el suelo, el temblor</p> <p>Actions: dañar, destruir, disminuir, fomentar, proteger, respirar, reutilizar, valorar</p> <p>Impact of technology: apreciar, complejo, desarrollar, el desarrollo, la innovación, el invento, la investigación, mejorar, reemplazar</p> <p>Make predictions: amenazar, extinguirse, informarse, el porvenir, responsable, la transformación, volar, votar</p> <p>Social awareness : el ciudadano, el compromiso, la conciencia social, encargarse de, la irresponsabilidad, penalizar, la política, el principio, respetar, satisfacer, la sociedad, la unidad</p> <p>Mistakes and persistence: advertir, cometer, emprender, el error, insistir, luchar, persistir, progresar, prosperar, seguir adelante, solucionar, superar</p> <p>Other: la advertencia, el fracaso, la mejora, el obstáculo, el sufrimiento</p> <p>Present and support an opinion: criticar, es imprescindible que, es raro que, evaluar, por un lado, por el otro lado</p>	
Assessment Evidence:	
<p style="text-align: center;"><i>Formative</i></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 	<p style="text-align: center;"><i>Summative *Include Benchmarks</i></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

Middle Township Public Schools

when they are senior citizens.	
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities (add rows as needed)</i> *D	Consider how will the design will: (<i>WHERE TO – Understanding By Design –Wiggins and McTighe</i>) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H = Hook all students and Hold their interest? E = Equip students, help the Experience the key ideas and Explore the issue? R =Provide opportunities to Rethink and Revise their understandings and work? E =Allow students to Evaluate their work and its implications? T =be Tailored (personalized to the different needs, interests and abilities of learners? O =be Organized to maximize initial and sustained engagement as well as effective learning?
Title	Description with Modifications, number of days, etc.
48. Costa Rica, Nicaragua and Panama	Students will discuss what they know about rainforests and endangered species.. Students will discuss if they have ever visited Costa Rica or Nicaragua and what they experienced there.. p.150-151,156,164,172,177,184 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. 15 days
49. Art & literature & music	Read, discuss, look at works of Carlos Balaguer, Jose Antonio Velasquez Students will share their opinions on this type of art, particularly Velasquez's. They will use Para mi, Por un lado.. p.168-171,190 2 days
50. Future Tense	Form future tense p.157-161

Middle Township Public Schools

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

Middle Township Public Schools

- ⇒ 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: (All textbooks, websites, and other major resources associated with the course)

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 (Days):

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

Born On Date: August 2018

Content Area:	Survey of Spanish-General	Grade(s) 9, 10, 11, 12
----------------------	----------------------------------	-------------------------------

Middle Township Public Schools

Unit Plan Title:	Unit One: Foundation of Spanish Grammar/Alphabet, Cognates, and Greetings
Overview/Rationale (Describe and Justify)	
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 (Established Goals)	
<p>7.1.NM.A.1 – Interpretive - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.3 - Interpretive - Recognize a few common gestures and cultural practices associated with the target culture.</p> <p>7.1.NM.A.5 - Interpretive - Demonstrate comprehension of brief oral and written messages on familiar topics.</p> <p>7.1.NM.B.4 - Interpersonal- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.C.3 - Presentational - Copy/write words, phrases, or simple guided texts on familiar topics.</p>	
Technology Standard(s) Number and Description	
<i>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.</i>	
Interdisciplinary Standard(s) Number and Description	
<p><i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p><i>LA.9-10.L.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p>	

Middle Township Public Schools

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

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: (What provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E	Critical Thinking and Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, A	Creativity and Innovation

Middle Township Public Schools

		Health Literacy	E	Communication and Collaboration
		Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E, A	Initiative and Self-Direction
			E, T	Social and Cross-Cultural Skills
			E, T, A	Productivity and Accountability
			E	Leadership and Responsibility
			E	Informational Literacy Skills
			E	Media Literacy Skills
			E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>				
	E, T	CRP1. Act as a responsible and contributing citizen and employee		
	E, A, T	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		
	E, T, A	CRP4. Communicate clearly and effectively with reason		
		CRP5. Consider the environmental, social and economic impacts of decisions		
	E	CRP6. Demonstrate creativity and innovation		
	E, T, A	CRP7. Employ valid and reliable research strategies		
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them		
		CRP9. Model integrity, ethical leadership, and effective management		

Middle Township Public Schools

	E	CRP10. Plan education and career paths aligned to personal goals
	E, T	CRP11. Use technology to enhance productivity
	E, T, A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
<i>Students will know how to introduce themselves, recognize basic greetings, expressions of courtesy, and cognates, pronounce Spanish alphabet letters, and know Spanish grammar rules.</i>		<i>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.</i>
Key Vocabulary and Terms:		
<i>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)</i> <i>Noun, adjective, verb, definite articles, indefinite articles, plurals, Spanish alphabet</i> <i>Radio, hospital, hotel, comunidad, violencia, estudiante, chocolate</i>		
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>
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>		

Middle Township Public Schools

<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p>	<p>Consider how will the design will: (<i>WHERE TO – Understanding By Design –Wiggins and McTighe</i>) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H= Hook all students and Hold their interest? E= Equip students, help the Experience the key ideas and Explore the issue? R=Provide opportunities to Rethink and Revise their understandings and work? E=Allow students to Evaluate their work and its implications? T=be Tailored (personalized to the different needs, interests and abilities of learners)? O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Title	Description with Modifications, number of days, etc.
<p>54. <i>Alphabet</i></p>	<p>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</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
<p>55. <i>Grammar Foundation</i></p>	<p>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</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
<p>56. <i>Cognates</i></p>	<p>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</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
<p>57. <i>Greetings</i></p>	<p>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</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: (All textbooks, websites, and other major resources associated with the course)

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

Middle Township Public Schools

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 (Days):	30 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 Two: Geography and the Spanish-speaking World	
Overview/Rationale (Describe and Justify)		
Introductory level Spanish learners need to know where Spanish is spoken. They need to identify Spanish-speaking countries on a map and know		

Middle Township Public Schools

the capital cities. This is especially true for Spain and Mexico.

Standard(s) Number and Description (Established Goals)

7.1.NM.A.1 – Interpretive - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.3 - Interpretive - Recognize a few common gestures and cultural practices associated with the target culture.

7.1.NM.A.5 - Interpretive - Demonstrate comprehension of brief oral and written messages on familiar topics.

7.1.NM.B.4 - Interpersonal- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.C.3 - Presentational - 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.L.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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.

Middle Township Public Schools

It is predicted that students will struggle with remembering the location of each country and its capital city.

Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What are the Spanish-speaking countries in the world?

What are the capital cities of these countries?

What are some facts and geographical features of Spain and Mexico?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, and/or <i>A</i> -Assessed in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
	X Global Awareness	E	Critical Thinking and Problem Solving
	Environmental Literacy	E, A	Creativity and Innovation
	Health Literacy	E	Communication and Collaboration
	Civic Literacy	E	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	E, A	Initiative and Self-Direction
		E, T	Social and Cross-Cultural Skills
		E, T, A	Productivity and Accountability
		E	Leadership and Responsibility
		E	Informational Literacy Skills
		E	Media Literacy Skills

Middle Township Public Schools

E

Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E, T

CRP1. Act as a responsible and contributing citizen and employee

E, A, T

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being

E, T, A

CRP4. Communicate clearly and effectively with reason

CRP5. Consider the environmental, social and economic impacts of decisions

E

CRP6. Demonstrate creativity and innovation

E, T, A

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP9. Model integrity, ethical leadership, and effective management

E

CRP10. Plan education and career paths aligned to personal goals

E, T

CRP11. Use technology to enhance productivity

E, T, A

CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know the name, location, and capital city of each Spanish-speaking country. They will also be able to identify geographical features of Spain and Mexico.

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.

Middle Township Public Schools

Key Vocabulary and Terms:	
<i>Spain, Barcelona, Sierra Nevada, Madrid, Toledo, Granada, Sevilla (pp. 42-44)</i> <i>Mexico, Mexico City, Puebla, Oaxaca, Guadalajara, Monterrey (pp. 44-46)</i>	
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: (What learning experiences and instruction will enable students to achieve the desired results?)	
<i>Instructional Strategies and Activities (add rows as needed)</i> *D	Consider how will the design will: (<i>WHERE TO – Understanding By Design –Wiggins and McTighe</i>) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H = Hook all students and Hold their interest? E = Equip students, help the Experience the key ideas and Explore the issue? R =Provide opportunities to Rethink and Revise their understandings and work? E =Allow students to Evaluate their work and its implications? T =be Tailored (personalized to the different needs, interests and abilities of learners)? O =be Organized to maximize initial and sustained engagement as well as effective learning?
Title	Description with Modifications, number of days, etc.
1. <i>Spanish-speaking countries</i>	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. 6 days *D-Modifications made for students as stated in their IEPs or 504s.
2. <i>Spain</i>	Students will watch video clips filmed in Spain. They will be completing activities from reproducible books and teacher created materials. 7 days

Middle Township Public Schools

	*D-Modifications made for students as stated in their IEPs or 504s.
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>
<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: (All textbooks, websites, and other major resources associated with the course)	

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: 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)

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 (Describe and Justify)		
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 (Established Goals)		

Middle Township Public Schools

7.1.NM.A.1 – Interpretive - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.3 - Interpretive - Recognize a few common gestures and cultural practices associated with the target culture.

7.1.NM.A.5 - Interpretive - Demonstrate comprehension of brief oral and written messages on familiar topics.

7.1.NM.B.4 - Interpersonal- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.C.3 - Presentational - 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.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.9-10.L.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

Middle Township Public Schools

written and spoken Spanish.

Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Interdisciplinary Themes			21 st Century Skills		
	X	Global Awareness	E		Critical Thinking and Problem Solving
		Environmental Literacy	E, A		Creativity and Innovation
		Health Literacy	E		Communication and Collaboration
		Civic Literacy	E		Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E, A		Initiative and Self-Direction
			E, T		Social and Cross-Cultural Skills
			E, T, A		Productivity and Accountability

Middle Township Public Schools

		E	Leadership and Responsibility
		E	Informational Literacy Skills
		E	Media Literacy Skills
		E	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E, T	CRP1. Act as a responsible and contributing citizen and employee
E, A, T	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E, T, A	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E, T	CRP11. Use technology to enhance productivity
E, T, A	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Middle Township Public Schools

<p><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></p>	<p><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></p>
<p>Key Vocabulary and Terms:</p>	
<p><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></p>	
<p>Assessment Evidence:</p>	
	<p>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></p>
<p>Teaching and Learning Actions: <i>(What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities (add rows as needed)</i> <i>*D</i></p> <p>Title</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H= Hook all students and Hold their interest? E= Equip students, help the Experience the key ideas and Explore the issue? R=Provide opportunities to Rethink and Revise their understandings and work? E=Allow students to Evaluate their work and its implications? T=be Tailored (personalized to the different needs, interests and abilities of learners?) O=be Organized to maximize initial and sustained engagement as well as effective learning?</p> <p>Description with Modifications, number of days, etc.</p>

Middle Township Public Schools

1. <i>Classroom Objects</i>	<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. 8 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
2. <i>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</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
3. <i>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</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
4. <i>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</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
5. <i>Colors</i>	<p>Students will listen to pronunciation of colors. They will practice the vocabulary by completing teacher created worksheets. 4 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
<p>Modifications <u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u> Individualized Education Plans (IEPs): ⇒ Exemplars of varied performance levels</p>	

Middle Township Public Schools

- ⇒ 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: (All textbooks, websites, and other major resources associated with the course)

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

Middle Township Public Schools

Suggested Time Frame (Days):	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 (Describe and Justify)		
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 (Established Goals)		
7.1.NM.A.1 – Interpretive - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.		
7.1.NM.A.3 - Interpretive - Recognize a few common gestures and cultural practices associated with the target culture.		
7.1.NM.A.5 - Interpretive - Demonstrate comprehension of brief oral and written messages on familiar topics.		
7.1.NM.B.4 - Interpersonal- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		

Middle Township Public Schools

7.1.NM.C.3 - Presentational - 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.L.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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 provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

Middle Township Public Schools

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?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
	X	E	Critical Thinking and Problem Solving
		E, A	Creativity and Innovation
		E	Communication and Collaboration
		E	Flexibility and Adaptability
		E, A	Initiative and Self-Direction
		E, T	Social and Cross-Cultural Skills
		E, T, A	Productivity and Accountability
		E	Leadership and Responsibility
		E	Informational Literacy Skills
		E	Media Literacy Skills
		E	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Middle Township Public Schools

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.

E, T	CRP1. Act as a responsible and contributing citizen and employee
E, A, T	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E, T, A	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E, T	CRP11. Use technology to enhance productivity
E, T, A	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

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.

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.

Key Vocabulary and Terms:

*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)*

Middle Township Public Schools

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)

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.*

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

<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p> <p>Title</p>	<p>Consider how will the design will: (<i>WHERE TO – Understanding By Design –Wiggins and McTighe</i>) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H= Hook all students and Hold their interest? E= Equip students, help the Experience the key ideas and Explore the issue? R=Provide opportunities to Rethink and Revise their understandings and work? E=Allow students to Evaluate their work and its implications? T=be Tailored (personalized to the different needs, interests and abilities of learners)? O=be Organized to maximize initial and sustained engagement as well as effective learning?</p> <p>Description with Modifications, number of days, etc.</p>
<p>1. <i>Day of the Dead</i></p>	<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>

Middle Township Public Schools

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 (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:

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: (All textbooks, websites, and other major resources associated with the course)

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):

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 (Describe and Justify)		
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 (Established Goals)		
7.1.NM.A.1 – Interpretive - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.		
7.1.NM.A.3 - Interpretive - Recognize a few common gestures and cultural practices associated with the target culture.		
7.1.NM.A.5 - Interpretive - Demonstrate comprehension of brief oral and written messages on familiar topics.		
7.1.NM.B.4 - Interpersonal- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.C.3 - Presentational - 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		

Middle Township Public Schools

LA.9-10.L.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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.

Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How do you talk about your family members?

How do you talk about where you live?

How do you count from 100 to 1000s?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E	Critical Thinking and Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, A	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E	Communication and Collaboration
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E	Flexibility and Adaptability
<input type="checkbox"/>	Financial, Economic ,	<input type="checkbox"/> E, A	Initiative and Self-Direction

Middle Township Public Schools

	Business and Entrepreneurial Literacy

E, T
E, T, A
E
E
E
E

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

Informational Literacy Skills

Media Literacy Skills

Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.*

E, T	CRP1. Act as a responsible and contributing citizen and employee
E, A, T	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E, T, A	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E, T	CRP11. Use technology to enhance productivity
E, T, A	CRP12. Work productively in teams while using cultural global competence

Middle Township Public Schools

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<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>	<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>
Key Vocabulary and Terms:	
<i>Casa, baño, cuarto, apartamento, carpa, comedor, cocina, jardín, garaje(pp. 60-61)</i> <i>Madre, padre, hijo, hija, hermano, Hermana, sobrino, sobrina, abuelos, parientes, familia (pp. 72-74)</i> <i>Doscientos, trescientos, cuatrocientos, quinientos, seiscientos, setecientos, ochocientos, novecientos, mil, cien mil (teacher created materials)</i>	
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: (What learning experiences and instruction will enable students to achieve the desired results?)	
<i>Instructional Strategies and Activities (add rows as needed)</i> <i>*D</i>	Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H = Hook all students and Hold their interest? E = Equip students, help the Experience the key ideas and Explore the issue? R =Provide opportunities to Rethink and Revise their understandings and work? E =Allow students to Evaluate their work and its implications? T =be Tailored (personalized to the different needs, interests and abilities of learners)? O =be Organized to maximize initial and sustained engagement as well as effective learning?
Title	Description with Modifications, number of days, etc.

Middle Township Public Schools

1. <i>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>
2. <i>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>
3. <i>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>
4. <i>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

Middle Township Public Schools

- ⇒ 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: (All textbooks, websites, and other major resources associated with the course)

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):

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

Middle Township Public Schools

Unit Plan Title:	Unit Six: Health and Clothing
Overview/Rationale (Describe and Justify)	
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 (Established Goals)	
<p>7.1.NM.A.1 – Interpretive - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.3 - Interpretive - Recognize a few common gestures and cultural practices associated with the target culture.</p> <p>7.1.NM.A.5 - Interpretive - Demonstrate comprehension of brief oral and written messages on familiar topics.</p> <p>7.1.NM.B.4 - Interpersonal- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.C.3 - Presentational - Copy/write words, phrases, or simple guided texts on familiar topics.</p>	
Technology Standard(s) Number and Description	
<i>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.</i>	
Interdisciplinary Standard(s) Number and Description	
<i>LA.9-10.L.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i>	
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
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	

Middle Township Public Schools

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: (What provocative questions will foster inquiry, understanding, and transfer of learning?)

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

How do you talk about what you are wearing ?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
	X	E	Critical Thinking and Problem Solving
		E, A	Creativity and Innovation
		E	Communication and Collaboration
		E	Flexibility and Adaptability
		E, A	Initiative and Self-Direction
		E, T	Social and Cross-Cultural Skills
		E, T, A	Productivity and Accountability
		E	Leadership and Responsibility
		E	Informational Literacy Skills

Middle Township Public Schools

		E	Media Literacy Skills
		E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.			
	E, T	CRP1. Act as a responsible and contributing citizen and employee	
	E, A, T	CRP2. Apply appropriate academic and technical skills	
		CRP3. Attend to personal health and financial well-being	
	E, T, A	CRP4. Communicate clearly and effectively with reason	
		CRP5. Consider the environmental, social and economic impacts of decisions	
	E	CRP6. Demonstrate creativity and innovation	
	E, T, A	CRP7. Employ valid and reliable research strategies	
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	
		CRP9. Model integrity, ethical leadership, and effective management	
	E	CRP10. Plan education and career paths aligned to personal goals	
	E, T	CRP11. Use technology to enhance productivity	
	E, T, A	CRP12. Work productively in teams while using cultural global competence	
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)			
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	

Middle Township Public Schools

		<i>target language.</i>
Key Vocabulary and Terms:		
<i>El pelo, la cabeza, el cuerpo, la oreja, la pierna, la salud, los dientes, enfermo, content, sano (pp. 138-139)</i>		
<i>Ropa, moda, chaqueta, bata, tenis, zapatos, blusa, traje de baño, vestido, falda, pantalones (pp. 152-153)</i>		
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: <i>(What learning experiences and instruction will enable students to achieve the desired results?)</i>		
<i>Instructional Strategies and Activities (add rows as needed)</i> <i>*D</i>	Consider how will the design will: (<i>WHERE TO – Understanding By Design –Wiggins and McTighe</i>) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H = Hook all students and Hold their interest? E = Equip students, help the Experience the key ideas and Explore the issue? R =Provide opportunities to Rethink and Revise their understandings and work? E =Allow students to Evaluate their work and its implications? T =be Tailored (personalized to the different needs, interests and abilities of learners)? O =be Organized to maximize initial and sustained engagement as well as effective learning?	
Title	Description with Modifications, number of days, etc.	
1. <i>Health/Body</i>	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 *D-Modifications made for students as stated in their IEPs or 504s.	

Middle Township Public Schools

2. *Clothing*

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

*D-Modifications made for students as stated in their IEPs or 504s.

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: (All textbooks, websites, and other major resources associated with the course)

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):	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 (Describe and Justify)		
Introductory level Spanish learners need to learn about the Ancient American Civilizations that were impacted by Spanish colonization and discovery.		

Middle Township Public Schools

Standard(s) Number and Description (Established Goals)
7.1.NM.A.1 – Interpretive - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.3 - Interpretive - Recognize a few common gestures and cultural practices associated with the target culture.
7.1.NM.A.5 - Interpretive - Demonstrate comprehension of brief oral and written messages on familiar topics.
7.1.NM.B.4 - Interpersonal- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.3 - Presentational - 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.L.9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)
<p>Students will be able to identify where Ancient American Civilizations lived on a map.</p> <p>Students will be able to recognize the impact of Spanish explorers on each civilization.</p> <p>It is predicted that students will struggle with remembering the location and facts of each civilization.</p>

Middle Township Public Schools

Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Interdisciplinary Themes			21 st Century Skills		
	X	Global Awareness	E		Critical Thinking and Problem Solving
		Environmental Literacy	E, A		Creativity and Innovation
		Health Literacy	E		Communication and Collaboration
		Civic Literacy	E		Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E, A		Initiative and Self-Direction
			E, T		Social and Cross-Cultural Skills
			E, T, A		Productivity and Accountability
			E		Leadership and Responsibility
			E		Informational Literacy Skills
			E		Media Literacy Skills

Middle Township Public Schools

E

Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E, T

CRP1. Act as a responsible and contributing citizen and employee

E, A, T

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being

E, T, A

CRP4. Communicate clearly and effectively with reason

CRP5. Consider the environmental, social and economic impacts of decisions

E

CRP6. Demonstrate creativity and innovation

E, T, A

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP9. Model integrity, ethical leadership, and effective management

E

CRP10. Plan education and career paths aligned to personal goals

E, T

CRP11. Use technology to enhance productivity

E, T, A

CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

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.

Key Vocabulary and Terms:

Middle Township Public Schools

Maya, calendario, maíz, Chichen Itza, Mexico, Guatemala, Belize, Honduras, Central America

Aztec, Mexica, piramides, Montezuma, Hernan Cortes, Quetzalcoatl

Inca, Pachacuti, South America, Nazca, Machu Picchu, Andes Mountains

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.*

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

<i>Instructional Strategies and Activities (add rows as needed)</i> *D	Consider how will the design will: (<i>WHERE TO – Understanding By Design –Wiggins and McTighe</i>) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H = Hook all students and Hold their interest? E = Equip students, help the Experience the key ideas and Explore the issue? R =Provide opportunities to Rethink and Revise their understandings and work? E =Allow students to Evaluate their work and its implications? T =be Tailored (personalized to the different needs, interests and abilities of learners)? O =be Organized to maximize initial and sustained engagement as well as effective learning? Title Description with Modifications, number of days, etc.
1. <i>Maya</i>	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 *D-Modifications made for students as stated in their IEPs or 504s.
2. <i>Aztec</i>	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

Middle Township Public Schools

	*D-Modifications made for students as stated in their IEPs or 504s.
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.</p> <p>10 days</p> <p>*D-Modifications made for students as stated in their IEPs or 504s.</p>
<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: (All textbooks, websites, and other major resources associated with the course)	

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)