



Toms River Regional
School District

World Language Department

Spanish 1 Curriculum
Grades 9-12



Content Area: World Language

Course Title: Spanish 1

Grade Level: 9-12

Date Created: July 1, 2018

Revised: August 5, 2019

Board Approved on: August 21, 2019

Units	Pacing Guide
<p>Unit Plan 1 Mis amigos y yo vamos a la escuela</p>	<p>45 days</p> <ul style="list-style-type: none"> ● Para Empezar- 4 days ● ¿Qué te gusta hacer?- 10 days ● Y tú, ¿cómo eres?- 10 days ● Tu día en la escuela-10 days ● Tu sala de clases- 11 days
<p>Unit Plan 2 ¿Qué haces en tu tiempo libre?</p>	<p>45 days</p> <ul style="list-style-type: none"> ● ¿Desayuno o almuerzo?- 11 days ● Para mantener la salud- 11 days ● ¿Adónde vas?- 11 days ● ¿Quieres ir conmigo?- 12 days
<p>Unit Plan 3 Celebraciones en casa con la familia</p>	<p>45 days</p> <ul style="list-style-type: none"> ● Fiesta en familia - 11 days ● ¡Vamos a un restaurante! - 11 days ● En mi dormitorio - 11 days ● La casa - 12 days
<p>Unit Plan 4 Vamos de vacaciones</p>	<p>45 days</p> <ul style="list-style-type: none"> ● De compras - 11 days ● ¡Qué regalo! - 11 days ● De vacaciones - 11 days ● Ayudando en la comunidad - 12 days

Unit 1 Overview



Content Area: World Language

Duration: 45 Days

Unit Title: Mis amigos y yo vamos a la escuela

Target Course/Grade Level: Spanish 1/Grades 9-12

Unit Summary: This unit will develop language proficiency so students can effectively communicate ideas and information with peers using academic language and content-related vocabulary. Students will exchange greetings and make introductions and learn about how greetings differ around the world. Students will describe themselves and their likes and dislikes. Students will talk about their school day and compare and contrast schools in the United States with those in Spain and Latin America. Additionally, students will read, write, and interpret authentic texts, discussing the cultural, social, and historical significance. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSL standards for Spanish language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSL in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

Learning Targets

Content Standards: Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: New Jersey Student Learning Standards for World Languages:
<http://www.state.nj.us/education/cccs/2014/wl/>

Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode

Number	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	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.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 culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Primary Interdisciplinary Connections:

ELA:

- NJSLSA.R.1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions



drawn from the text.

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Arts / Music / Visual and Performing Arts

- Los maya / Los sanfermines
 - 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
 - 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- Visual Arts - Pablo Picasso / Jaime Antonio González Colson / Frida Kahlo / Fernando Botero
 - 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
 - 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

Mathematics

- Counting objects in a classroom /
 - K.CC.A.1 - Count to 100 by ones and by tens.
 - K.CC.C.3. - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)
- Liking one versus more than one item
 - K.CC.A.1 - Count to 100 by ones and by tens.

Music / Art / Visual and Performing Arts

- Carlos Santana
 - 1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
 - 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- Cultural dances / salsa / cumbia / flamenco
 - 1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

Science

- Climate
 - 5.3.2.C.3 - Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.



- 5.3.2.C.2 Identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals.
- 5.3.4.C.2 Explain the consequences of rapid ecosystem change occur slowly, while others occur rapidly. Changes can affect life forms, including humans. (e.g., flooding, wind storms, snowfall, volcanic eruptions), and compare them to consequences of gradual ecosystem change (e.g., gradual increase or decrease in daily temperatures, change in yearly rainfall).

Social Studies

- Huipil
 - 6.1.4.C.9 - Compare and contrast how the availability of resources affects people across the world differently.
- Simon Bolivar / Sor Juana Inés de la Cruz
- Science and Climate
 - 6.1.4.B.9 - Relate advances in science and technology to environmental concerns, and to actions taken to address them.
 - 5.1.12.D.2 Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.

Health/P.E.

- Body Parts
 - 2.1.6.A.2 - Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
 - 2.1.6.B.1 - Determine factors that influence food choices and eating patterns.
 - 2.1.12.B.2 - Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
- Sports / El recreo / School gyms
 - 2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.

Technology

8.1 Educational Technology: 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.

- **A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*
 - 8.1.8.A.2-5 Select and use applications effectively and productively
- **B. Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*
 - 8.1.P.B.1-5 Create original works as a means of personal or group expression.
- **C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*
- 8.1.12.C.1 Develop cultural understanding and global awareness by engaging with learners of other cultures.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior*

- 8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

- 8.1.12.E.1-2 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools*



and resources.

- 8.1.12.F.1 Identify and define authentic problems and significant questions for investigation.
 - Plan and manage activities to develop a solution or complete a project.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.

21st Century Themes and Career Readiness Standards:

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.1 Review career goals and determine the steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12.ED- TT.4 Identify materials and resources needed to support instructional plans.
- 9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Unit 1 Essential Questions	Unit 1 Enduring Understandings
<ul style="list-style-type: none"> ● How do our social interactions differ throughout the world? ● What do we enjoy doing in our free time and how does that relate to young people in other countries? ● How would I describe myself to others? ● How do student schedules and classes in the 	<ul style="list-style-type: none"> ● Introducing yourself to people in Spanish-speaking countries and recognizing cultural differences amongst we interact socially around the world. ● Learning how to talk about what we like to do in our free time and how to describe ourselves to others.



<p>United States compare to those in Spanish-speaking countries?</p> <ul style="list-style-type: none"> • What do school classrooms look like around the world? 	<ul style="list-style-type: none"> • Comparing and contrasting school schedules and classrooms in the United States vs. those in Spanish-speaking countries.
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Unit 1 Objectives <i>Students will know:</i>	Unit 1 Objectives <i>Students will be able to:</i>
A. Relevant greetings and leave taking from the target language in a variety of scenarios	<ul style="list-style-type: none"> • Greet and introduce themselves to others • Use numbers to count and tell time • Respond to classroom directions • Talk about the calendar, seasons and weather • Discuss the difference in seasons and weather between the Northern and Southern Hemispheres
B. Likes and Dislikes	<ul style="list-style-type: none"> • Talk about activities that young people enjoy • Ask others what they like to do • Understand cultural perspectives on favorite activities • Discuss popular music and dance in Spanish-speaking countries
C. Describe yourself	<ul style="list-style-type: none"> • Talk about personality traits • Ask and tell what people are like • Use adjectives to describe people • Understand cultural perspectives on friendship • Discuss the art of Frida Kahlo
D. School day	<ul style="list-style-type: none"> • Talk about school schedules and subjects • Use ordinal numbers to describe classes • Ask and tell who is doing an action • Compare your school with that of a student in a Spanish-speaking country • Discuss the art of Fernando Botero
E. School Classroom	<ul style="list-style-type: none"> • Describe a classroom • Indicate where things are located • Talk about more than one object or person • Understand cultural perspectives on school
Materials & Resources	Vocabulary
<p>Core text:</p> <ul style="list-style-type: none"> • Realidades 1 Chapters Primer Paso- Chapter 1,2 <p>Suggested Resources:</p> <p>Spanish 1 Activities Shared Folder</p> <p>Realidades 1 Audio Program</p>	<p>Key Vocabulary and Questions</p>



[Interned Web links](#)
[Spanish 1 YouTube Videos](#)

Suggested Activities:

- Memoria
- Matamoscas
- Bravo
- Pesca
- Dominó
- Siete Arriba
- Bolsa Mágica
- Pasaporte
- Papelitos
- Adivínalo
- Pair Practice
- Role Play
- Categorizing
- Ball Toss
- Entrevistas
- ¿Quién soy yo?

Evidence of Learning
[Student Proficiency Can Do Rubrics](#)

Summative/Alternative/Benchmark Assessments

Summative Assessments

- Department Quarterly Assessment
- Oral presentations, Reading interpretive exam, listening comprehension exercise, interpersonal assessment

Benchmark Assessments

- Interpretive readings; interpersonal assessments, Portfolio Assessment
- Interpersonal presentations
- Presentational speaking projects
- Language Logs and journal entries

Alternative Assessment:

- Student oral presentations
- Interpersonal assessments
- Language log
- Listening assessments
- Rehearsed skits

Performance Tasks/Use of Technology:

FlipGrid Presentations and video responses,
 EdPuzzle.com - edited movies with comprehension

Formative Assessment:

- Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided.
- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions
- Goal chart
- Checklist
- Center monitoring
- Exit Tickets
- Frayer Model
- KWL Chart
- Self Evaluation



activities, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations

[Student Proficiency Can Do Rubrics](#)

Modifications (ELLs, Special Education, 504, At Risk, Gifted and Talented)

Special Education Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

504 Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities



- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

Students At Risk of School Failure

- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics



Unit 2 Overview

Content Area: World Language

Duration: 45 Days

Unit Title: ¿Qué haces en tu tiempo libre?

Target Course/Grade Level: Spanish 1 / Grades 9-12

Unit Summary: This unit will develop language proficiency so students can effectively communicate ideas and information with peers using academic language and content-related vocabulary. Students will discuss foods and beverages they eat and drink for breakfast, lunch and dinner. Students will describe their likes and dislikes. Students will discuss places around town and talk about their favorite pastimes and sports they play. Additionally, students will read, write, and interpret authentic texts, discussing the cultural, social, and historical significance. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSL standards for Spanish language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSL in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.



Primary Interdisciplinary Connections:

Arts, Mathematics, Music, Science, Social Studies, Health/P.E.

ELA:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Arts / Music / Visual and Performing Arts

- Movies from Spanish-speaking countries
 - 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
 - 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- Visual Arts - Bartolome Murillo, Diego Rivera, Francisco de Goya
 - 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
 - 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

Mathematics

- Ordering from a menu and reading prices
 - K.CC.A.1 - Count to 100 by ones and by tens.
 - K.CC.C.3. - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- Liking one versus more than one item
 - K.CC.A.1 - Count to 100 by ones and by tens.

Music / Art / Visual and Performing Arts

- Andean music
 - 1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
 - 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- Children's rhymes and cooking songs - "Bate, bate chocolate"
 - 1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values



and beliefs.

Science

- Recipes
 - 5.1.4.B.3 Formulate explanations from evidence.
 - 5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
 - 5.1.8.D.3 Demonstrate how to safely use tools, instruments, and supplies.
- Climate
 - 5.3.2.C.3 - Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.
 - 5.3.2.C.2 Identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals.
 - 5.3.4.C.2 Explain the consequences of rapid ecosystem change occur slowly, while others occur rapidly. Changes can affect life forms, including humans. (e.g., flooding, wind storms, snowfall, volcanic eruptions), and compare them to consequences of gradual ecosystem change (e.g., gradual increase or decrease in daily temperatures, change in yearly rainfall).
 - 5.3.6.C.1 Explain the impact of meeting human needs and wants on local and global environments.

Social Studies

- History of foods from different countries
 - 6.1.4.C.9 - Compare and contrast how the availability of resources affects people across the world differently. Holidays - La noche de los rábanos, La Tomatina
- Science and Climate
 - 6.1.4.B.9 - Relate advances in science and technology to environmental concerns, and to actions taken to address them.
 - 5.1.12.D.2 Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.

Health/P.E.

- Foods
 - 2.1.6.A.2 - Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
 - 2.1.6.B.1 - Determine factors that influence food choices and eating patterns.
 - 2.1.12.B.2 - Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries
- Sports - fútbol, golf, sports clubs, Olympic and Paralympic Games
 - 2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.

Technology

8.1 Educational Technology: 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.

- **A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*
 - 8.1.8.A.2-5 Select and use applications effectively and productively
- **B. Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*
 - 8.1.P.B.1-5 Create original works as a means of personal or group expression.
- **C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*



- 8.1.12.C.1 Develop cultural understanding and global awareness by engaging with learners of other cultures.
- D. Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior*
- 8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.
- E: Research and Information Fluency:** *Students apply digital tools to gather, evaluate, and use information.*
- 8.1.12.E.1-2 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- F: Critical thinking, problem solving, and decision making:** *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*
- 8.1.12.F.1 Identify and define authentic problems and significant questions for investigation.
 - Plan and manage activities to develop a solution or complete a project.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.

21st Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work.

- CRP3. Attend to personal health and financial well-being.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- 9.1.12.E.5 Evaluate business practices and their impact on individuals, families, and societies.
- 9.1.12.F.1 Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.3.12.AG.1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- 9.3.12.AG.2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.
- 9.3.12.AG.3 Examine and summarize the importance of health, safety and environmental management systems in AFNR businesses.
- 9.3.12.AG- NR.2 Analyze the interrelationships between natural resources and humans.
- 9.3.HL- HI.2 Describe the content and diverse uses of health information.
- 9.3.HT- REC.1 Describe career opportunities in the Recreation, Amusements & Attractions Career Pathway.
- 9.3.HT- REC.11 Compare and contrast various types of recreation, amusement and attraction venues.
- 9.3.HT- RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.3.HT- TT.1 Apply information about time zones, seasons and domestic and international maps to create or enhance travel.
- 9.3.MK- MGT.7 Communicate information about products, services, images and/or ideas.

Learning Targets

New Jersey Student Learning Standard: 7.1 World Languages: All students will be able to use a world language in



addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: New Jersey Student Learning Standards for World Languages:
<http://www.state.nj.us/education/cccs/2014/wl/>

Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode

Target Goal Proficiency: Novice Mid - Students communicate using memorized words and phrases to talk about familiar topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1 A	Strand A - Interpretive Mode
7.1.NM.A.1	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.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 culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1 B	Strand B Interpersonal
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using



	memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1 C	Strand C Presentational
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit 2 Essential Questions	Unit 2 Enduring Understandings
<ul style="list-style-type: none"> • How do students spend their day and how is that similar and dissimilar from their classmates and members of the target culture? • Where do students live and how does the culture in which they live influence the foods that they eat? • How can what you put into their body have a positive and negative effect on one's health? • How can changes in habit can impact overall health? • How is healthy eating is viewed differently in different cultures? • How do food choices vary from region to region? How are those choices related to availability and origin of foods? • What activities are prevalent in the target culture as compared to our culture? • How are invitations extended, accepted and declined? 	<ul style="list-style-type: none"> • Understanding how free time spent with their friends and family is similar to and different from our counterparts in the Spanish-speaking world. • Learning what students eat and drink affects their health in a positive and negative way. • Discussing what a healthy diet looks like and how it is viewed in our culture and in the target culture. • Comparing sports and leisure activities of students in the United States versus students in Spanish-speaking countries. • Discuss getting around town and favorite places to visit.
Unit Objectives <i>Students will know:</i>	Unit Objectives <i>Students will be able to:</i>
A. Breakfast and Lunch Foods and Customs	<ul style="list-style-type: none"> • Talk about foods and beverages for meals



	<ul style="list-style-type: none"> • Talk about likes and dislikes. • Express how often something is done. • Understand cultural perspectives on meals. • Discuss popular sports and pastimes. • Discuss cultural food and drink.
B. Dinner Foods and Customs	<ul style="list-style-type: none"> • Discuss how to improve overall health through what you put in your body and its impact on overall health. • Understand how healthy eating is viewed differently in different cultures. • Food choices vary from region to region and often time is related to availability and origin of foods. • Adjectives agree in number and gender with the noun they modify. • There is more than one verb used to express “to be” in Spanish • Expressions such as <i>tener hambre</i> and <i>Me duele</i> cannot be translated literally from one language to another.
C. Places Around Town	<ul style="list-style-type: none"> • Discuss different leisure activities in towns and communities and how they differ from our culture to the target culture. • Discuss how people travel from place to place in the target culture. • Understand cultural perspectives on leisure activities.
D. Sports and Pastime Activities	<ul style="list-style-type: none"> • Discuss different popular sports in the target culture. • Understand cultural perspectives on leisure activities. • Understand how to extend, accept and decline invitations.

Materials & Resources	Vocabulary
<p>Core text:</p> <ul style="list-style-type: none"> • Realidades 1 Chapters 3, 4 <p>Suggested Resources: Spanish 1 Activities Shared Folder Realidades 1 Audio Program Interned Web links Spanish 1 YouTube Videos</p>	<p>Key Vocabulary and Questions</p>



Suggested Activities:

- Memoria
- Matamoscas
- Bravo
- Pesca
- Dominó
- Siete Arriba
- Bolsa Mágica
- Pasaporte
- Papelitos
- Adivínalo
- Pair Practice
- Role Play
- Categorizing
- Ball Toss
- Entrevistas
- ¿Quién soy yo?

Evidence of Learning

[Student Proficiency Can Do Rubrics](#)

Summative/Alternative/Benchmark Assessments

Summative Assessments

- Department Quarterly Assessment
- Oral presentations, Reading interpretive exam, listening comprehension exercise, interpersonal assessment

Benchmark Assessments

- Interpretive readings; interpersonal assessments, Portfolio Assessment
- Interpersonal presentations
- Presentational speaking projects
- Language Logs and journal entries

Alternative Assessment:

- Student oral presentations
- Interpersonal assessments
- Language log
- Listening assessments
- Rehearsed skits

Performance Tasks/Use of Technology:

FlipGrid Presentations and video responses, EdPuzzle.com, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations

Formative Assessment:

- Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided.
- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions
- Goal chart
- Checklist
- Center monitoring
- Exit Tickets
- Frayer Model
- KWL Chart
- Self Evaluation



Modifications (ELLs, At Risk, Gifted and Talented)

Special Education Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

504 Students

- Provide clear and specific directions
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Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when



you are not specifically assessing writing

- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

Students At Risk of School Failure

- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics



Content Area: World Language

Duration: 45 Days

Unit Title: Celebraciones en casa con la familia

Target Course/Grade Level: Spanish 1 / Grades 9-12

Unit Summary: This unit will develop language proficiency so students can effectively communicate ideas and information with peers using academic language and content-related vocabulary. Students will describe their families and birthday celebrations and compare those with students in Spanish-speaking countries. Students will describe their physical characteristics and going out to eat at a restaurant. Students will also talk about their houses and describe their bedroom. Additionally, students will read, write, and interpret authentic texts, discussing the cultural, social, and historical significance. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSLS standards for Spanish language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSLS in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

Primary Interdisciplinary Connections:

ELA:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Arts, Mathematics, Music, Science, Social Studies, Health/P.E.

- Arts / Music / Visual and Performing Arts
 - Dance - Quinceañera, la arpillera
 - 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.



- 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history
- Visual Arts - Carmen Lomas Garza, Francisco de Goya, Diego Rivera, Salvador Dali, papel picado
 - 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
 - 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

Mathematics

- Numbers
 - K.CC.A.1. Count to 100 by ones and by tens.
 - K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- Counting and telling time
 - K.CC.A.1. Count to 100 by ones and by tens.
 - K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Music / Arts / Visual and Performing Arts

- Famous Hispanic Musicians - Juanes,
 - 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
 - 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- Learning through song
 - 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
 - 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

Science

- Extended Familial Relationships
 - 5.1.12.D.2 Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams. Recipes - arroz con leche

Social Studies

- Geography - Santa Fe
 - 6.1.4.B.6 - Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- History of the Spanish Royal Family
 - 6.1.P.D.2 - Demonstrate an understanding of family roles and traditions.
- Family Relationships
 - 6.1.P.D.1 - Describe characteristics of oneself, one's family, and others.
 - 6.1.P.D.2 - Demonstrate an understanding of family roles and traditions.
 - 6.1.4.D.2 - Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

Health/P.E.

- Cultural foods
 - 2.1.6.A.2 - Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.



- 2.1.6.B.1 - Determine factors that influence food choices and eating patterns.
- 2.1.12.B.2 - Compare and contrast the dietary trends and eating habits of adolescents and young adults
- Sports- baseball
 - 2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.

Technology

8.1 Educational Technology: 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.

- **A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*
 - 8.1.8.A.2-5 Select and use applications effectively and productively
- **B. Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*
 - 8.1.P.B.1-5 Create original works as a means of personal or group expression.
- **C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*
- 8.1.12.C.1 Develop cultural understanding and global awareness by engaging with learners of other cultures.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior*

- 8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

- 8.1.12.E.1-2 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

- 8.1.12.F.1 Identify and define authentic problems and significant questions for investigation.
 - Plan and manage activities to develop a solution or complete a project.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.

21st Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work.

- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity
- 9.1.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.3.12.AG.1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- 9.3.12.AG.2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.
- 9.3.12.AG.3 Examine and summarize the importance of health, safety and environmental management systems



in AFNR businesses.

- 9.3.HT- RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.3.HT- TT.1 Apply information about time zones, seasons and domestic and international maps to create or enhance travel.
- 9.3.MK- MGT.7 Communicate information about products, services, images and/or ideas.
- 9.3.HT.3 Demonstrate hospitality and tourism customer service skills that meet customers' needs.
- 9.3.HT.6 Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.
- 9.3.HT- LOD.2 Explain the role and importance of housekeeping operations to lodging facility.
- 9.3.HT- RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT- RFB.3 Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
- 9.3.HT- RFB.9 Describe career opportunities and qualifications in the restaurant and food service industry.
- 9.3.HT- RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.
- 9.3.HU.2 Evaluate the role of the family, community and human services in society and the economy.

Learning Targets

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7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1 C	Strand C Presentational
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
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7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit 3 Essential Questions	Unit 3 Enduring Understandings
<ul style="list-style-type: none"> How much does my family influence my decisions? How much do my friends influence my decisions? Is that influence the same in the target culture? 	<ul style="list-style-type: none"> Discussing how families celebrate different holidays depending on where they live and what is important to that family. Understanding that what we value is reflected in



<ul style="list-style-type: none"> • What do my family and I value most about our lifestyle and our housing preferences? • How are housing and chores in our area similar to and different from that of the target culture? • If the choice were mine alone to make, where would I choose to live and how would my home reflect me? 	<p>where we live and how we live.</p> <ul style="list-style-type: none"> • Describing where we live, the chores we do and how it influences the type of housing available.
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Unit 3 Objectives <i>Students will know:</i>	Unit 3 Objectives <i>Students will be able to:</i>
A. Family and celebrations	<ul style="list-style-type: none"> • Identify and recall family member vocabulary. • Describe family members ages, genders, physical characteristics and personalities. • Identify vocabulary pertaining to parties and celebrations.
B. Restaurants and physical characteristics	<ul style="list-style-type: none"> • Identify and recall lunch and dinner vocabulary. • Use the verb tener to describe physical characteristics of family members and items that people have.
C. Bedroom layouts and furniture	<ul style="list-style-type: none"> • Identify the items that people usually have in their rooms. • Compare the locations of the different items in bedrooms and around the house. • Discuss ownership of furniture and items.
D. Homes and chores	<ul style="list-style-type: none"> • Discuss the different types of homes and rooms that different houses have. • Talk about the chores that have to be done in different rooms in houses. • Compare typical chores of each family member.

Materials & Resources	Vocabulary
<p>Core text:</p> <ul style="list-style-type: none"> • Realidades 1 Chapters 5, 6 <p>Suggested Resources: Spanish 1 Activities Shared Folder Realidades 1 Audio Program Interned Web links Spanish 1 YouTube Videos</p>	<p>Key Vocabulary and Questions</p>



<p>Suggested Activities: Memoria Matamoscas Bravo Pesca Dominó Siete Arriba Bolsa Mágica Pasaporte Papelitos Adivínalo Pair Practice Role Play Categorizing Ball Toss Entrevistas ¿Quién soy yo?</p>	
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Evidence of Learning
[Student Proficiency Can Do Rubrics](#)

Summative/Benchmark/Alternative Assessments	Formative Assessment:
<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Department Quarterly Assessment ● Oral presentations, Reading interpretive exam, listening comprehension exercise, interpersonal assessment <p>Benchmark Assessments</p> <ul style="list-style-type: none"> ● Interpretive readings; interpersonal assessments, Portfolio Assessment ● Interpersonal presentations ● Presentational speaking projects ● Language Logs and journal entries <p>Alternative Assessment:</p> <ul style="list-style-type: none"> ● Student oral presentations ● Interpersonal assessments ● Language log ● Listening assessments ● Rehearsed skits <p>Performance Tasks/Use of Technology: FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with questions marked, Student video presentations, Video comic strips,</p>	<ul style="list-style-type: none"> ● Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided. ● Graphic organizers ● Venn diagram ● Think-Pair-Share ● Observations ● Conferencing ● Interactive Notebook ● Journals ● Anecdotal notes ● Class discussions ● Goal chart ● Checklist ● Center monitoring ● Exit Tickets ● Frayer Model ● KWL Chart ● Self Evaluation



Kahoot.com, Bosuu.com, Slide deck quarterly presentations

Modifications (ELLs, Special Education, 504, At Risk, Gifted and Talented)

Special Education Students

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- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
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Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners

- Provide clear and specific directions



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- Multiple intelligences to meet all types of learners
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- Personal Agendas
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- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics



Unit 4 Overview

Content Area: World Language

Duration: 45 Days

Unit Title: Vamos de vacaciones

Target Course/Grade Level: Spanish 1 / Grades 9-12

Unit Summary: This unit will develop language proficiency so students can effectively communicate ideas and information with peers using academic language and content-related vocabulary. Students will discuss clothing and items they wear on a daily basis, as well as clothing and accessory items they would take on vacation. Students will describe their preferences. Students will discuss cultural perspectives on shopping. Additionally, students will read, write, and interpret authentic texts, discussing the cultural, social, and historical significance. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSL standards for Spanish language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSL in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

Primary Interdisciplinary Connections:

Arts, Mathematics, Music, Science, Social Studies, Health/P.E.

ELA:

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key



- supporting details and ideas.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Arts / Music / Visual and Performing Arts

- Dance - Punto Guanacasteco
 - 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
 - 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- Visual Arts - Joan Miró, Fernando Botero, Carolina Herrera, El Museo del Oro, El Greco
 - 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
 - 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- Cultural Products - las molas, ropa panameña, ñandutí, glass art from Mexico
 - 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
 - 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

Mathematics

- Numbers - Numbers over one hundred
 - K.MD.A.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- Currencies of Spanish-speaking countries
 - K.MD.A.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

Music / Arts / Visual and Performing Arts

- Cultural music of Panamá and Mexico
 - 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
 - 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- Learning through song - Carnival



- 1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

Science

- Weather & Climate
 - 5.1.12.D.2 Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.
 - 5.4.P.F.1 Observe and record weather.
 - 5.4.2.F.1 Observe and document daily weather conditions and discuss how the weather influences your activities for the day.
 - 5.4.6.F.2 Create climatographs for various locations around Earth and categorize the climate based on the yearly patterns of temperature and precipitation.
 - 5.4.12.F.2 Explain how the climate in regions throughout the world is affected by seasonal weather patterns, as well as other factors, such as the addition of greenhouse gases to the atmosphere and proximity to mountain ranges and to the ocean.
- Animals - coquí
 - 5.1.12.D.2 Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.
- Rainforest conservation efforts, ecotourism
 - 5.4.8.B.2 Evaluate the appropriateness of increasing the human population in a region (e.g., barrier islands, Pacific Northwest, Midwest United States) based on the region's history of catastrophic events, such as volcanic eruptions, earthquakes, and floods.
 - 5.4.P.G.1 Demonstrate emergent awareness for conservation, recycling, and respect for the environment (e.g., turning off water faucets, using paper from a classroom scrap box when whole sheets are not needed, keeping the playground neat and clean).
 - 5.4.6.G.3 Describe ways that humans can improve the health of ecosystems around the world.

Social Studies

- Geography - Costa Rica, Peru, Guanacaste, Sarchí, Arenal Volcano, Monteverde, El Museo del Oro, Patagonia
- Culture and travel - Ticos, pura vida, El Museo del Oro
- History of Mexico
- Advances in Science and Environmental Concerns
 - 6.1.4.B.9 - Relate advances in science and technology to environmental concerns, and to actions taken to address them.

Health/P.E.

- Cultural foods - gallo pinto, picadillo
 - 2.1.6.A.2 - Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
 - 2.1.6.B.1 - Determine factors that influence food choices and eating patterns.
 - 2.1.12.B.2 - Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
- Sports- soccer, Special Olympics
 - 2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.

Technology

8.1 Educational Technology: 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.



- **A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*
 - 8.1.8.A.2-5 Select and use applications effectively and productively
- **B. Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*
 - 8.1.P.B.1-5 Create original works as a means of personal or group expression.
- **C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*
 - 8.1.12.C.1 Develop cultural understanding and global awareness by engaging with learners of other cultures.
- D. Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior*
 - 8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.
- E: Research and Information Fluency:** *Students apply digital tools to gather, evaluate, and use information.*
 - 8.1.12.E.1-2 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- F: Critical thinking, problem solving, and decision making:** *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*
 - 8.1.12.F.1 Identify and define authentic problems and significant questions for investigation.
 - Plan and manage activities to develop a solution or complete a project.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.

21st Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work.

- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity
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- 9.1.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequence
- 9.1.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans.
- 9.3.12.AG.2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.
- 9.3.12.AG.3 Examine and summarize the importance of health, safety and environmental management systems in AFNR businesses.
- 9.3.HT- TT.1 Apply information about time zones, seasons and domestic and international maps to create or enhance travel.
- 9.3.MK- MGT.7 Communicate information about products, services, images and/or ideas.
- 9.3.HT.3 Demonstrate hospitality and tourism customer service skills that meet customers' needs.
- 9.3.HT.6 Describe career opportunities and means to attain those opportunities in each of the Hospitality &



Tourism Career Pathways.

- 9.3.HT- LOD.2 Explain the role and importance of housekeeping operations to lodging facility.
- 9.3.HT- RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HU.2 Evaluate the role of the family, community and human services in society and the economy.
- 9.3.GV.2 Analyze the systemic relationships of government and public administration agencies.
- 9.3.GV.4 Describe the implementation of plans and policies to respond to public health, safety and environmental needs in government and public administration agencies.
- 9.3.HT.1 Describe the key components of marketing and promoting hospitality and tourism products and services.
- 9.3.HT- REC.1 Describe career opportunities in the Recreation, Amusements & Attractions Career Pathway.
- 9.3.HT- REC.9 Develop marketing strategies for recreation, amusement and attractions venues.
- 9.3.HT- REC.11 Compare and contrast various types of recreation, amusement and attraction venues.
- 9.3.HT- TT.2 Apply unit and time conversion skills to develop travel schedules and compute cost, distance and time (including travel time) factors. 9.3.HT- TT.3 Analyze cultural diversity factors to enhance travel planning.
- 9.3.HT- TT.6 Use common travel and tourism terminology used to communicate within the industry.
- 9.3.HT- TT.7 Customize travel with diverse transportation, lodging, cruise and food options.
- 9.3.HT- TT.11 Design promotional packages to effectively market travel and tourism.

Learning Targets

New Jersey Student Learning Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: New Jersey Student Learning Standards for World Languages:
<http://www.state.nj.us/education/cccs/2014/wl/>

Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode

Target Goal Proficiency: Novice Mid - Students communicate using memorized words and phrases to talk about familiar topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1 A	Strand A - Interpretive Mode
7.1.NM.A.1	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.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 culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1 B	Strand B Interpersonal
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1 C	Strand C Presentational
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit 4 Essential Questions	Unit 4 Enduring Understandings
<ul style="list-style-type: none"> • What factors influence vacation plans? • How do I prepare for a trip and how are those plans different for a trip abroad? • What should I pack for a trip to a country in a different hemisphere? 	<ul style="list-style-type: none"> • Describing clothing and accessories that are worn by students in the United States versus students in Spanish-speaking countries. • Discussing how travel in the United States is different from travel in a Spanish-speaking country.



<ul style="list-style-type: none"> • What culturally authentic souvenirs will I be able to purchase on my vacation? • What Spanish phrases will help me make the most of my trip to a Spanish-speaking country? • How should I address people of the target culture in a culturally appropriate manner? • How will knowing practices and perspectives of a Spanish-speaking country enhance my trip there? 	<ul style="list-style-type: none"> • Using prior knowledge of a foreign country to compare and contrast perceptions from reality.
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Unit Objectives <i>Students will know:</i>	Unit Objectives <i>Students will be able to:</i>
A. Clothing, shopping and prices	<ul style="list-style-type: none"> • Categorize clothing according to weather. • Tell what kind of clothing one would bring on vacation according to destination and weather. • Discuss different types of places to go shopping for items of clothing and accessories. • Describe different fashions in various areas of the Spanish-speaking world.
B. Accessories and shopping for gifts	<ul style="list-style-type: none"> • Identify speciality stores where accessories are purchased. • Discuss reasons for purchasing gifts for family members or friends. • Compare the costs of different items in different countries and places (markets versus malls or specialty stores).
C. Vacations and travel	<ul style="list-style-type: none"> • Identify and recall vacation vocabulary. • Discuss and review times and modes of transportation. • Identify cultural landmarks as related to vacation vocabulary. • Discuss cultural food and drink.
D. Volunteering in the community	<ul style="list-style-type: none"> • Discuss volunteer work and ways to protect the environment. • Talk about what people do for others and why. • Discuss Costa Rica's and other Latin American countries' conservation efforts to preserve the rainforest, sea turtles, etc.

Materials & Resources	Vocabulary
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Core text:

- Realidades 1 Chapters 7, 8

Suggested Resources:

[Spanish 1 Activities Shared Folder](#)

[Realidades 1 Audio Program](#)

[Interned Web links](#)

[Spanish 1 YouTube Videos](#)

Suggested Activities:

- Memoria
- Matamoscas
- Bravo
- Pesca
- Dominó
- Siete Arriba
- Bolsa Mágica
- Pasaporte
- Papelitos
- Adivínalo
- Pair Practice
- Role Play
- Categorizing
- Ball Toss
- Entrevistas
- ¿Quién Soy Yo?

[Key Vocabulary and Questions](#)

Evidence of Learning
[Student Proficiency Can Do Rubrics](#)

Summative/ Benchmark/Alternative Assessments

Summative Assessments

- Department Quarterly Assessment
- Oral presentations, Reading interpretive exam, listening comprehension exercise, interpersonal assessment

Benchmark Assessments

- Interpretive readings; interpersonal assessments, Portfolio Assessment
- Interpersonal presentations
- Presentational speaking projects
- Language Logs and journal entries

Alternative Assessment:

- Student oral presentations
- Interpersonal assessments
- Language log

Formative Assessment:

- Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided.
- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions
- Goal chart
- Checklist
- Center monitoring
- Exit Tickets



- Listening assessments
- Rehearsed skits

- Frayer Model
- KWL Chart
- Self Evaluation

Performance Tasks/Use of Technology:

FlipGrid Presentations and video responses,
EdPuzzle.com - edited movies with questions marked,
Student video presentations, Video comic strips,
Kahoot.com, Bosuu.com, Slide deck quarterly presentations

Modifications (ELLs, Special Education, 504, At Risk, Gifted and Talented)

Special Education Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

504 Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities



- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

Students At Risk of School Failure

- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics