



TOMS RIVER REGIONAL SCHOOLS

World Language

Spanish

Grade 6

Date created:
Board Approval: 8/21
Revised: 8/1/21

Philosophy, Mission and Vision

Philosophy: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Mission: It is the mission of the World Language department to expose all students to the study of a second language enabling individuals to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. World Language learning in Toms River Schools is designed to prepare students for a global economy by possessing the skills to become culturally aware citizens, empathetic towards varied cultural backgrounds, and flexible in cross-cultural interactions. Students will become proficient in the target language through instruction in the areas of speaking, listening, reading and writing and through authentic practice and cultural connections. Our proficiency goals are consistent with the standards set forth in the American Council for the Teaching of Foreign Languages (ACTFL).

Vision: Language learners are encouraged to take risks using the target language in a safe, collaborative environment that prepares them to communicate in a global world with people from diverse cultures, appreciating equally diverse perspectives. An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace. Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Course description and/or program overview:

In this introductory level of a world language the student will develop listening, speaking, reading and writing skills that will foster real-life communication. The culture of the specified language is embedded within the course materials. This course is part of the foundation for further study in the language.

UNITS	PACING GUIDE
<p style="text-align: center;">Unit Plan 1 Introduction to Spanish</p>	<p>15 days</p> <ul style="list-style-type: none"> ● Identify/Recognize letters of the Spanish alphabet. ● Use/Respond to basic conversation expressions and questions. ● Identify/Recognize colors. ● Identify/Recognize numbers. ● Identify/Recognize vocabulary related to the calendar. ● Identify/Recognize weather, seasons, and Spanish-speaking countries. ● Describe the weather/climate in various countries around the world. ● Identify/Recognize question directives. (5Ws)
<p style="text-align: center;">Unit Plan 2 House</p>	<p>10 days</p> <ul style="list-style-type: none"> ● Identify/Recognize different types of houses and rooms of the house. ● Identify/Recognize various parts of the house. ● Identify/Recognize various pieces of furniture. ● Tell where various pieces of furniture belong in the house.
<p style="text-align: center;">Unit Plan 3 Foods</p>	<p>20 days</p> <ul style="list-style-type: none"> ● Identify/Recognize foods related to breakfast, lunch, dinner, and dessert. ● Identify/Recognize foods from various Spanish-speaking countries. ● Describe foods. ● Tell likes and dislikes.

Unit 1 Overview: Introduction to Spanish

Unit 1 Summary:

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. 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.

Enduring Understandings:

- Identifying Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives.
- Learning a different language enables us to be more tolerant of other cultures.
- People around the world greet each other in different ways.
- Communicating in more than one language unites our communities and enables us to become global citizens.

Essential Questions:

- How do I use another language to communicate with others?
- What can I learn about my own language and culture from the study of others?
- Why is it important to study a second language?
- How can exploring the Spanish speaking world make me more respectful and tolerant of other cultures?

Standards

Core Ideas

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

Performance Expectations

7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).

7.1.NL.IPRET.4 Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Core Ideas

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

Performance Expectations

7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

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

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

7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.

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

Core Ideas

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

Performance Expectations

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

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

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

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

Interdisciplinary Connections

Other Cross-Curricular Opportunities

Opportunities for SEL

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.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

- - 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
 - 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.

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

- 6.1.4.C.9 - Compare and contrast how the availability of resources affects people across the world differently.

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.

21st Century Life and Careers

- 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.

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.

<ul style="list-style-type: none"> ● 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. 	<p>D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior</i></p> <ul style="list-style-type: none"> ● 8.1.12.D.4 Research and understand the positive and negative impact of one’s digital footprint. <p>E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i></p> <ul style="list-style-type: none"> ● 8.1.12.E.1-2 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. <p>F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i></p> <ul style="list-style-type: none"> ● 8.1.12.F.1 Identify and define authentic problems and significant questions for investigation. <ul style="list-style-type: none"> ○ 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.
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<p>Unit 1 Content Objectives <i>Students will know:</i></p>	<p>Unit 1 Language Objectives <i>Students will be able to:</i></p>
<ul style="list-style-type: none"> ● Alphabet ● Basic conversation ● Colors ● Numbers (0-100 and count by 100’s to 1000) ● Calendar ● Weather/climate, seasons, and Spanish-speaking countries. ● Question words 	<ul style="list-style-type: none"> ● Identify/Recognize letters of the Spanish alphabet. ● Use/Respond to basic conversation expressions and questions. ● Identify/Recognize colors. ● Identify/Recognize numbers. ● Identify/Recognize vocabulary related to the calendar. ● Identify/Recognize weather, seasons, and Spanish-speaking countries. ● Describe the weather/climate in various countries around the world. ● Identify/Recognize question directives. (5Ws)

Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<p>Core Resources:</p> <p>Vocabulary:</p>	<p>Suggested Resources:</p> <p>Socioemotional/Comprehensible input:</p>

- [Vocabulary Sheet: Introduction to Spanish](#) (MAKE A COPY)
- [Alphabet Vocabulary Doc](#) (MAKE A COPY)
- [Basic Conversation Vocabulary Doc](#) (MAKE A COPY)
- [Colors Vocabulary Doc](#) (MAKE A COPY)
- [Colors Vocabulary Doc \(for Booklets\)](#) (MAKE A COPY)
- [Numbers Chart Vocabulary Doc](#) (MAKE A COPY)
- [Adios Song \(Numbers\)](#) (MAKE A COPY)
- [Days of the Week Vocabulary Doc](#) (MAKE A COPY)
- [Days of the Week2 Vocabulary Doc \(for Booklets\)](#) (MAKE A COPY)
- [Month of the Year Vocabulary Doc](#) (MAKE A COPY)
- [Weather and Seasons Vocabulary Doc](#) (MAKE A COPY)
- [Question Words Vocabulary Doc](#) (MAKE A COPY)
- [21 Spanish Speaking Countries Vocab Doc](#) (MAKE A COPY)

Grammar:

- Verbs: Hacer, Estar, Ser, Tener, Vivir
- Subject Pronouns: Yo, Tú
- Question words (Quién, Qué, Cuál, etc.)

- [Why Spanish matters](#) (adapt for grades 6-8)
- [Intro Activities](#)
- [Icebreaker Activities](#)
- [Intro SEL activities](#)

Alphabet:

- [Introduction Slideshow: Alphabet](#) (MAKE A COPY)
- [Review Slideshow: Alphabet](#) (MAKE A COPY)
- Video: [YouTube "Spanish Alphabet Marching Song"](#)

Basic Conversation:

- [Introduction Slideshow: Basic Conversation](#) (MAKE A COPY)
- [Introduction 2 Slideshow: Basic Conversation](#) (MAKE A COPY)
- Video: Basic Conversation
<https://www.youtube.com/watch?v=27PqTadLJx0>
- Video: Greetings & Goodbyes
<https://www.youtube.com/watch?v=m9eaWTKrB Dk>

Colors:

- [Introduction Slideshow: Colors](#) (MAKE A COPY)
- [Review Slideshow: Colors in Notebooks](#) (MAKE A COPY)
- Video: Colors
<https://www.youtube.com/watch?v=232G2oqdEn0>
- Video (song): Colors [Learn Colors in Spanish Video](#)
- Game: Colors [Free Game to Learn Colors in Spanish](#)

Numbers:

- [Introduction Slideshow: Numbers](#) (MAKE A COPY)
- [Introduction Slideshow2: Numbers](#) (MAKE A COPY)
- [Review Slideshow: Numbers](#) (MAKE A COPY)
- [Review Slideshow: Number in Notebooks](#) (MAKE A COPY)
- [Review Slideshow: Colors/Numbers](#) (MAKE A COPY)
- Video: Numbers
<https://www.youtube.com/watch?v=L26jwqF9Zro>
- Video (song): Numbers 1-50
<https://rockalingua.com/videos/numbers-1-50>
- Video (song): Numbers 10-1000
<https://rockalingua.com/videos/numbers-10-1000>
- Game: Numbers 1-50
<https://rockalingua.com/games/numbers>
- Game: Numbers 10-1000
<https://rockalingua.com/games/numbers-10-1000>

Calendar:

- [Introduction Slideshow: Calendar](#) (MAKE A COPY)
- [Review Slideshow: Months in Notebooks](#) (MAKE A COPY)
- [Review Slideshow: Months 2](#) (MAKE A COPY)
- [Review Slideshow: Months 3](#) (MAKE A COPY)
- [Review Slideshow: Days in Notebooks](#) (MAKE A COPY)
- [Review Days Slideshow: Ayer, Hoy, Mañana](#) (MAKE A COPY)
- Video: [YouTube “Learn the Months of the Year in Spanish Song”](#)
- Video: [YouTube “Days of the Week Spanish Song”](#)
- Video (song): Months of the year
<https://rockalingua.com/videos/months-year>
- Video (song): Days of the week
<https://rockalingua.com/videos/days-week>
- Games: Months
<https://rockalingua.com/games/months-year>
- Games: Days
<https://rockalingua.com/games/days-week>

Weather, Seasons, and Spanish-speaking Countries:

- [Introduction Slideshow: Weather and Seasons](#) (MAKE A COPY)
- [Introduction Slideshow: Spanish Speaking Countries](#) (MAKE A COPY)
- [Review Slideshow: Weather/Seasons 1](#) (MAKE A COPY)
- [Review Slideshow: Weather/Seasons in Notebooks](#) (MAKE A COPY)
- [Weather Forecast/Practice Slideshow](#) (MAKE A COPY)
- Picture Dictionary: Weather
https://rockalingua.com/sites/default/files/pd4_2_e1_tiempo.pdf
- Flashcards: Weather
https://rockalingua.com/sites/default/files/f4_2_eltiempo.pdf
- Video: [YouTube “Que Tiempo Hace Hoy?”](#)
- Video: Weather
<https://www.youtube.com/watch?v=XHxta17gUII>
- Video (song): Seasons
<https://rockalingua.com/videos/four-seasons>
- Video (song): Weather and Seasons
<https://rockalingua.com/videos/weather-easy-version>
- Game: Weather
<https://rockalingua.com/games/weather>
- Game: Seasons
<https://rockalingua.com/games/seasons>

Question Words:

- [Introduction Slideshow: Question Words](#) (MAKE A COPY)
- [Introduction Slideshow: Question Words with Examples](#) (MAKE A COPY)
- [Review Slideshow: Question Words Practice](#) (MAKE A COPY)
- Video: [YouTube “Spanish Question Words: Spanish Grammar”](#)
- Video: [YouTube “Question Words in Spanish” Rap Song](#)
- Video: [YouTube “Rockalingua: ¿Adónde Vas?”](#)

Accommodations/Modifications

(ELL, Students with IEPs, 504s, Gifted Learners, At Risk)

Each group must be listed separately

Assessment

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

Summative Assessments:

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

Benchmark Assessments:

- [Quiz 1 Review Slideshow: Basic Conversations, Colors, Numbers and Calendar](#) (MAKE A COPY)
- [Quiz 1 Review Slideshow for Notebooks](#) (MAKE A COPY)
- [QUIZ: Basic Conversations, Colors, Numbers, and Calendar](#) (MAKE A COPY)
- [QUIZ \(modified\): Basic Conversation, Colors, Numbers, and Calendar](#) (MAKE A COPY)
- [QUIZ: Weather, Seasons, and Question Words](#) (MAKE A COPY)
- [QUIZ \(modified\): Weather, Seasons, and Question Words](#) (MAKE A COPY)

Alternative Assessment:

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

Daily Formative Assessments:

- [Google Form: Colors/Basic Conversation](#) (MAKE A COPY)
- [Google Form \(modified\): Colors/Basic Conversation](#) (MAKE A COPY)
- [Google Form: Colors/Numbers](#) (MAKE A COPY)
- [Google Form \(modified\): Colors/Numbers](#) (MAKE A COPY)
- [Google Form: Numbers/Calendar](#) (MAKE A COPY)

- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
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- 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

<https://docs.google.com/document/d/1bmpX28eZPAdSGhuPV71RNpPm5pFH-6eoEu0gOe-z930/edit?usp=sharing>

- 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

- [Google Form \(modified\): Numbers/Calendar](#) (MAKE A COPY)
- [Google Form: Weather and Seasons](#) (MAKE A COPY)
- [Google Form \(modified\): Weather and Seasons](#) (MAKE A COPY)
- [Google Form: Question Words](#) (MAKE A COPY)
- [Drawing Board: Weather](#) (MAKE A COPY)
- [Bingo: Colors/Numbers Student Board](#) (MAKE A COPY)
- [Bingo: Colors/Numbers Game 1 Slideshow](#) (MAKE A COPY)
- [Bingo: Colors/Numbers Game 2 Slideshow](#) (MAKE A COPY)
- [Bingo: Weather/Seasons Student Board](#) (MAKE A COPY)
- [Bingo: Weather/Seasons Game 1 Slideshow](#) (MAKE A COPY)
- Kahoot
- Quizlet
- FlipGrid

Performance Tasks/Use of Technology:

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

[Student Proficiency Can Do Rubrics](#)

- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics

Unit 2 Overview: House

Unit 2 Summary: This unit will develop language proficiency so students can effectively communicate ideas and information with peers using academic language and content-related vocabulary. 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.

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- Identifying Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives.
- Learning a different language enables us to be more tolerant of other cultures.
- People around the world greet each other in different ways.
- Communicating in more than one language unites our communities and enables us to become global citizens.

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7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).

7.1.NL.IPRET.4 Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

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

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

7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.

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

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

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

Interdisciplinary Connections

Other Cross-Curricular Opportunities

Opportunities for [SEL](#)

ELA:

- 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.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.

21st Century Life and Careers

- 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

Technology

- 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**

<p>customer service in food and beverage service facilities.</p> <ul style="list-style-type: none"> ● 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. 	<p>making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i></p> <ul style="list-style-type: none"> ● 8.1.12.F.1 Identify and define authentic problems and significant questions for investigation. <ul style="list-style-type: none"> ○ 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.
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<p>Unit 2 Content Objectives <i>Students will know:</i></p>	<p>Unit 2 Language Objectives <i>Students will be able to:</i></p>
<ul style="list-style-type: none"> ● Types of houses ● Rooms of the house ● Parts of the house ● Furniture 	<ul style="list-style-type: none"> ● Identify/Recognize different types of houses and rooms of the house. ● Identify/Recognize various parts of the house. ● Identify/Recognize various pieces of furniture. ● Tell where various pieces of furniture belong in the house.

<p style="text-align: center;">Student Learning</p>	
<p style="text-align: center;">Core Instructional Materials and Resources</p>	<p style="text-align: center;">Supplemental Instructional Materials and Resources</p>
<p>Core text:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Vocabulary Sheet: House (MAKE A COPY) ● Types of Houses and Rooms of the House Vocabulary Doc (MAKE A COPY) ● Types of Houses 2 Vocabulary Doc (MAKE A COPY) ● Rooms of the House 2 Vocabulary Doc (MAKE A COPY) ● Parts of the House and Furniture Vocabulary Doc (MAKE A COPY) <p>Grammar components:</p> <ul style="list-style-type: none"> ● Verbs: Estar, Haber (Hay), Ser, Tener ● Singular/Plural nouns ● Definite and indefinite articles 	<p>Suggested Resources:</p> <p>Types of Houses and Rooms of the House:</p> <ul style="list-style-type: none"> ● Introduction Slideshow: Types/Rooms (MAKE A COPY) ● Review Slideshow: Types/Rooms (MAKE A COPY) ● Notebook Slideshow: Types/Rooms (MAKE A COPY) ● Video: Spanish Lesson - La casa (parte 1) w/Señor Jordan https://www.youtube.com/watch?v=ctW0GEqhk2M ● Video: Spanish Lesson - La casa (parte 2) + Present tense: Vivir w/Señor Jordan https://www.youtube.com/watch?v=F9pZu1PkgFs <p>Parts of the House and Furniture:</p> <ul style="list-style-type: none"> ● Introduction Slideshow: Parts/Furniture (MAKE A COPY)

	<ul style="list-style-type: none"> ● Review Slideshow(MAKE A COPY) Intro Slides: Parts/Furniture: Parts/Furniture (MAKE A COPY) ● Notebook Slideshow: Parts/Furniture (MAKE A COPY) ● What's in the Room? Practice Slideshow (MAKE A COPY) ● Video: Parts of the House in Spanish https://www.youtube.com/watch?v=iNnPTbX7auY ● Video: ROOMS and PARTS OF THE HOUSE in Spanish Partes de LA CASA en español https://www.youtube.com/watch?v=69IUzfUG3Wg ● Video: FURNITURE in Spanish Vocabulary Parts of the house Muebles en español https://www.youtube.com/watch?v=ZjyLDqHVT4A ● Video: Spanish Lesson - Hay (there is/there are) w/Señor Jordan https://www.youtube.com/watch?v=53QX7beK80S
<p style="text-align: center;">Accommodations/Modifications (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p style="text-align: center;">Assessment</p>
<p>Special Education Students</p> <ul style="list-style-type: none"> ● 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 <p>504 Students</p> <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing 	<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Oral presentations, Reading interpretive exam, listening comprehension exercise, interpersonal assessment <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● QUIZ: Types/Rooms (MAKE A COPY) ● QUIZ (modified): Types/Rooms (MAKE A COPY) ● QUIZ: Parts/Furniture (MAKE A COPY) ● QUIZ (modified): Parts/Furniture (MAKE A COPY) <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Google Form: Types/Rooms (MAKE A COPY) ● Google Form (modified): Types/Rooms (MAKE A COPY) ● Google Form: Parts/Furniture (MAKE A COPY) ● Google Form (modified): Parts/Furniture (MAKE A COPY) ● Drawing Board: Types/Rooms (MAKE A COPY) ● Drawing Board: Parts/Furniture (MAKE A COPY) ● Bingo: Types/Rooms Game 1 Slideshow (MAKE A COPY) ● BINGO: Types/Rooms Game 2 Slideshow (MAKE A COPY) ● Bingo: Types/Rooms Student Board (MAKE A COPY)

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
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- 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

<https://docs.google.com/document/d/1bmpX28eZPAdSGhuPV7IRNPpm5pFH-6eoEu0gQe-z930/edit?usp=sharing>

- 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

COPY)

- [Bingo: Parts/Furniture Game 1 Slideshow](#) (MAKE A COPY)
- [Bingo: Parts/Furniture Game 2 Slideshow](#) (MAKE A COPY)
- [Bingo: Parts/Furniture Student Board](#) (MAKE A COPY)
- Kahoot
- Quizlet
- FlipGrid

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

[Student Proficiency Can Do Rubrics](#)

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 3 Overview: Foods

Unit 3 Summary: This unit will develop language proficiency so students can effectively communicate ideas and information with peers using academic language and content-related vocabulary. 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.

Enduring Understandings:

- Identifying Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives.
- Learning a different language enables us to be more tolerant of other cultures.
- People around the world greet each other in different ways.
- Communicating in more than one language unites our communities and enables us to become global citizens.

Essential Questions:

- How do I use another language to communicate with others?
- What can I learn about my own language and culture from the study of others?
- Why is it important to study a second language?
- How can exploring the Spanish speaking world make me more respectful and tolerant of other cultures?

Standards**Core Ideas**

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

Performance Expectations

7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).

7.1.NL.IPRET.4 Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Core Ideas

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

Performance Expectations

7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

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

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

7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.

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

Core Ideas

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

Performance Expectations

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

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

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

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

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for SEL

ELA:

- 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.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.
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- 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.
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- 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

21st Century Life and Careers	Technology
<ul style="list-style-type: none"> ● CRP4. Communicate clearly and effectively and with reason. ● 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.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. 	<p>Technology</p> <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 collaborate and to create and communicate knowledge.</p> <ul style="list-style-type: none"> ● A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i> <ul style="list-style-type: none"> ○ 8.1.8.A.2-5 Select and use applications effectively and productively ● B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i> <ul style="list-style-type: none"> ○ 8.1.P.B.1-5 Create original works as a means of personal or group expression. ● C. Communication and Collaboration: <i>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.</i> ● 8.1.12.C.1 Develop cultural understanding and global awareness by engaging with learners of other cultures. <p>D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior</i></p>

	<ul style="list-style-type: none"> ● 8.1.12.D.4 Research and understand the positive and negative impact of one’s digital footprint. <p>E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i></p> <ul style="list-style-type: none"> ● 8.1.12.E.1-2 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. <p>F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i></p> <ul style="list-style-type: none"> ● 8.1.12.F.1 Identify and define authentic problems and significant questions for investigation. <ul style="list-style-type: none"> ○ 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.
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<p>Unit 3 Content Objectives <i>Students will know:</i></p> <ul style="list-style-type: none"> ● Breakfast ● Lunch ● Dinner and desserts 	<p>Unit 3 Language Objectives <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Identify/Recognize foods related to breakfast, lunch, dinner, and dessert. ● Identify/Recognize foods from various Spanish-speaking countries. ● Describe foods. ● Tell likes and dislikes.
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Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<p>Core text:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Vocabulary Sheet: Foods (MAKE A COPY) ● Breakfast Vocabulary Doc (MAKE A COPY) ● Lunch Vocabulary Doc (MAKE A COPY) ● Dinner and Desserts Vocabulary Doc (MAKE A COPY) <p>Grammar:</p> <ul style="list-style-type: none"> ● Verbs: Gustar (Me gusta/gustan), Comer, Beber ● Singular/Plural nouns ● Definite and indefinite articles ● Noun-adjective agreement 	<p>Suggested Resources:</p> <p>Breakfast:</p> <ul style="list-style-type: none"> ● Introduction Slideshow: Breakfast (MAKE A COPY) ● Review Slideshow: Breakfast (MAKE A COPY) <p>Lunch:</p> <ul style="list-style-type: none"> ● Introduction Slideshow: Lunch (MAKE A COPY) ● Review Slideshow: Lunch (MAKE A COPY) <p>Dinner and Desserts:</p> <ul style="list-style-type: none"> ● Introduction Slideshow: Dinner and Desserts (MAKE A COPY)

	<ul style="list-style-type: none"> ● Review Slideshow: Dinner and Desserts (MAKE A COPY) <p>Foods (Independent Practice):</p> <ul style="list-style-type: none"> ● Video: Spanish Lesson 41 - MEALS OF THE DAY in Spanish Food Vocabulary breakfast lunch dinner https://www.youtube.com/watch?v=tIAVxjwrvY8 ● Video: Spanish Lesson 49 - Names of COMMON DISHES in Spanish Food and drinks Meals vocabulary https://www.youtube.com/watch?v=jr6JIhecXBs ● Video: Spanish Lesson 45 - DAIRY PRODUCTS in Spanish Food vocabulary Fruits and Vegetables https://www.youtube.com/watch?v=D_pvE9Ywizs ● Video: Spanish Lesson 46 - FISH and MEAT in Spanish Poultry Seafood Ham Food vocabulary https://www.youtube.com/watch?v=Mktf15NuTwc ● Video: Spanish Lesson 48 - CONDIMENTS HERBS and SPICES in Spanish Food and drinks vocabulary https://www.youtube.com/watch?v=xIy0q_qlRk4
<p style="text-align: center;">Accommodations/Modifications (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p style="text-align: center;">Assessment</p>
<p>Special Education Students</p> <ul style="list-style-type: none"> ● 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 	<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Oral presentations, Reading interpretive exam, listening comprehension exercise, interpersonal assessment <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● QUIZ: Breakfast (MAKE A COPY) ● QUIZ (modified): Breakfast (MAKE A COPY) ● QUIZ: Lunch (MAKE A COPY) ● QUIZ (modified): Lunch (MAKE A COPY) ● QUIZ: Dinner and Desserts (MAKE A COPY) ● QUIZ (modified): Dinner and Desserts (MAKE A COPY) <p>Daily Formative Assessments:</p> <ul style="list-style-type: none"> ● Google Form: Breakfast (MAKE A COPY) ● Google Form (modified): Breakfast (MAKE A COPY) ● Google Form: Lunch (MAKE A COPY) ● Google Form (modified): Lunch (MAKE A COPY) ● Google Form: Dinner and Desserts (MAKE A COPY) ● Google Form (modified): Dinner and Desserts

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

<https://docs.google.com/document/d/1bmpX28eZPAdSGhuPV7IRNPpm5pFH-6eoEu0gOe-z930/edit?usp=sharing>

- 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

(MAKE A COPY)

- [Drawing Board: Breakfast](#) (MAKE A COPY)
- [Drawing Board: Lunch](#) (MAKE A COPY)
- [Drawing Board: Dinner and Desserts](#) (MAKE A COPY)
- [Bingo: Breakfast Game 1 Slideshow](#) (MAKE A COPY)
- [Bingo: Breakfast Game 2 Slideshow](#) (MAKE A COPY)
- [Bingo: Breakfast Student Board](#) (MAKE A COPY)
- [Bingo: Lunch Game 1 Slideshow](#) (MAKE A COPY)
- [Bingo: Lunch Game 2 Slideshow](#) (MAKE A COPY)
- [Bingo: Lunch Student Board](#) (MAKE A COPY)
- [Bingo: Dinner and Desserts Game 1 Slideshow](#) (MAKE A COPY)
- [Bingo: Dinner and Desserts Game 2 Slideshow](#) (MAKE A COPY)
- [Bingo: Dinner and Desserts Student Board](#) (MAKE A COPY)
- Kahoot
- Quizlet
- FlipGrid

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

[Student Proficiency Can Do Rubrics](#)

- 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