

Spanish I

Prepared by:

Susana Caldelas

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

August 23, 2022

Born on **Date August 22, 2022**

Spanish I

Course Description:

Spanish I is a high school level introduction to the Spanish language and culture. The students will begin to develop knowledge of how to study a foreign language through speaking, reading, writing and listening activities. This course provides students with the interpersonal, interpretive, and presentational oral and written skills they need to create language for communication on the novice-mid level according to ACTFL standards.

Culture is integrated from the basic intro to vocabulary, to the different themes that are discussed in readings, video clips, and other cultural activities. Connections to other disciplines are addressed through theme pages, readings and project assignments. The students will not only gain specific knowledge and skills in order to communicate in real life situations, but will develop cultural and esthetic appreciation of the Spanish-speaking world.

Suggested Course Sequence:

Unit 1: Lecciones preliminares: 5 weeks

Unit 2: ¿Cómo somos?: 5 weeks

Unit 3: En clase y después: 5 weeks

Unit 4: ¿Qué comemos y dónde?: 5 weeks

Unit 5: Deportes: 5 weeks

Unit 6: De vacaciones: 5 weeks

Unit 7: En tu tiempo libre: 5 week

Prerequisite: None

Content Area: Spanish

Unit Title: Para Empezar

Grade Level: 9th and 10th Grade

Core Ideas: In the Para Empezar unit students will begin their study by communicating immediately in Spanish. They will learn to greet one another, use courteous expressions, count to 100 and ask the price of something, identify days of the week and months of the year, ask and give the date, tell time, identify the seasons, and describe the weather.

Performance Expectations (NJSL)

CPI#: Statement:

- 7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.5 Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

.....

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community.
- 9.1.5.CR.1 Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.8.CAP.1 Identify offerings such as high school and country career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.2 Develop a plan that includes information about career areas of interest.

9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.

Midland Park Public Schools

9.4.2.CI.2 Demonstrate originality and inventiveness in work.

9.4.2.CT.3 Use a variety of types of thinking to solve problems.

9.4.2.DC.6 Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA:1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools. **9.4.5.GCA.1** Analyze how culture shapes individual and community perspectives and points of view.

Computer Science and Design Thinking

8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.DA.4 Make predictions based on data using charts or graphs.

8.1.5.DA.5 Purpose cause and effect relationships, predict outcomes, or communicate ideas using data.

8.1.12.IC.1 8.2.8.ITH.1

Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

Explain how the development and use of technology influenced economic, political, social, and cultural issues.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

Amistad Law

N.J.S.A.18A5216A88

Students will research and present information on the impact of Afro-Latinos in society by creating a poster on one of the following influential figures such as Mariano Rivera, Roberto Clemente, Celia Cruz, Julia De Burgos, Zoe Saldana, Rosa Perez, Carmelo Anthony, Laurie Hernandez

Holocaust Law

N.J.S.A. 18A52:16A-88

Los Mayas article and European invasion

Lesson and reading on Azteca: El calendario y simbolos

Video: youtube: : Pueblos Precolombinos: Los Mayas, Incas y Aztecas

LQBT and Disability Law

N.J.S.A.18A-35-4.35

Linguistics: Gender affects names and nouns in the Spanish speaking language

Notable Latinos (trading cards) for Hispanic Heritage Month (Ricky Martin, Jose Feliciano, etc.)

CASEL'S FRAMEWORK:

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills

- Showing the courage to take initiative

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Recognizing situational demands and opportunities

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as: www.casel.org/what-is-SEL

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions

- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Interdisciplinary Connection

Language Arts

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLSA.RI RI.6.1

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit Enduring Understandings:

Unit Essential Question(s):

How do students introduce themselves?

What are common greetings?

How do people from other cultures introduce themselves? How do you count to 100?

How do you ask and tell time?

How to tell the days of the week/months?

What are the days of the week?

How do you say the date?

How do you describe the seasons and weather?
Across the globe, people have different concepts of greetings and salutations.

Formality and informality play a significant role in Spanish.

Midland Park Public Schools

Formative Assessments:

Do Now

Observation of oral discourse
Listening activities
Questioning
Thumbs up/down activities
White board games
Quizzes
Entry tickets
Exit tickets
Online games
Pearson online assignments
Homework

Summative/Benchmark Assessment(s):

Listening activities
Authentic reading
Chapter test and quizzes
Oral presentation
Writing assignment
Project
Mid-term and Final Project

Midland Park Public Schools

Alternative Assessments:

Projects
Skits
On-line tests/assignments

Cultural videos from youtube.com and
bbc.com, Slides

Resources/Materials:

Pearson *Autentico Level 1* Teacher
resources Pearson Realize Online
TPR Storytelling
Cultural videos
Cultural readings from text and other
sources Supplemental handouts

Online education games such as
kahoot.com, quizzes.com, gimkit.com,
blooket.com, RockALingua.com Online
study tool such as quizlet.com,
studyspanish.com, dualingo.com, and
conjuguemos.com

Key Vocabulary: Greetings
Classroom commands Classroom items

Name/Topic**Student Learning Objective(s) Suggested
Tasks/Activities: Day(s) to Complete****Lesson**

En la escuela Students will be able to...

- Greet people at different times of the day
- Introduce themselves to others
- Respond to classroom directions
- Begin using numbers
- Tell time
- Identify parts of the body

En la clase Students will be able to...

- Talk about things in the classroom
- Ask questions about new words and phrases
- Use the Spanish alphabet to spell words
- Listening activities (greetings and classroom commands)
- Mini skits
- Greeting classmates • Simon dice (classroom commands and parts of the body)
- Listening activity and writing numbers
- Speaking activities
- Placing hands on the clock • Asking and telling time activities
- Homework
- Do Now
- Labeling items in the classroom
- Asking questions activity • Spanish alphabet songs • Listening activities
- Speaking activities
- Partner activities

Midland Park Public Schools

<ul style="list-style-type: none"> • Talk about things related to the calendar • Learn about the Aztec calendar <p>El tiempo Students will be able to...</p> <ul style="list-style-type: none"> • Describe weather conditions • Identify the seasons • Compare weather in the 	<p>Northern and Southern Hemispheres</p> <p>Teacher Notes:</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Calendar project • Aztec calendar reading and questions • Homework • Do now 	<ul style="list-style-type: none"> • Listening activities • Weather booklet • Weather reading • Exit tickets • Chapter Practice test • Chapter test <p>5 days</p>
--	--	--

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk
<p>Rephrase questions, directions, and explanations</p> <p>Additional handouts, charts, organizers</p>	<p>Repetition and review of previously learned material</p> <p>Allow extended time to answer questions and complete assignments</p>	<p>Consult with case managers</p> <p>Assign a buddy, same language or English speaking</p>	<p>Rephrase questions, directions, and explanations</p> <p>Allow extended time on</p> <p>assignments, quizzes, tests</p> <p>Provide additional assignments and activities (higher level learning)</p> <p>Consult with</p>

parents and guidance to accommodate students' interests in completing tasks at their level of engagement

Provide extended time to complete tasks
Consult with Guidance

Counselors and follow I&RS procedures and action plans
Follow 504 plans accommodations and

modifications
Consult with 504 team and Guidance Counselors

Rephrase questions, directions and explanations when necessary

Midland Park Public Schools

Follow IEP accommodations/modifications

Midland Park Public Schools

Content Area: Spanish

Unit Title: 1A ¿Que te gusta hacer?

Grade Level: 9th and 10th

Core Ideas: In this chapter, students will be able to talk about activities that they like/dislike to do. They will learn different expressions for saying what you like and don't like to do. They will also learn about infinitives and how to make negative statements. Students will be able to identify cultural practices in an authentic video about an after-school music program. Students will also be able to compare favorite activities of Spanish-speaking teens to those of teens in the United States.

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLs)

7.1.NM.IPRET.1

Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2

Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3

Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPERS.1

Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2

Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.1

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

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.2.8.CAP.1	Identify offerings such as high school and country career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.

Midland Park Public Schools

9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.

Computer Science and Design Thinking

8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.8.ITH.2	Compare how technologies have influenced society over time.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

Amistad Law

N.J.S.A.18A5216A88

Students will explore information on the life and impact of Celia Cruz (video and question sheets). **Holocaust Law**

N.J.S.A. 18A52:16A-88

Reading: Los Mayas

Video: The Maya Civilization Explained in 11 minutes

LQBT and Disability Law

N.J.S.A.18A-35-4.35

Video: Luca Termini

CASEL'S SEL FRAMEWORK:

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions

Midland Park Public Schools

- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Recognizing situational demands and opportunities

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resisting negative social pressure
- Showing leadership in groups

Midland Park Public Schools

- Seeking or offering support and help when needed

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well being. Such as: www.casel.org/what-is-SEL

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Interdisciplinary Connection

Language Arts

NJSLSA.RI Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Social Studies

6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy

Unit Essential Question(s):

- How do you express your likes and dislikes? • How do you describe your favorite activities? • How do you ask others about theirs?
- How would you describe dances and music from the Spanish-speaking world and compare them to dances you know?
- How do you compare favorite activities of Spanish-speaking teens to those of teens in the United States?
- What are infinitives?
- How do you form negatives?

Unit Enduring Understandings:

- While differences exist due to culture and Geography. Students around the world share many common interests and join in similar activities.

Midland Park Public Schools

- What are some expressions of agreement and disagreement?

Formative Assessments:

- Do Now
- Observation of oral discourse
- Listening activities
- Questioning
- Thumbs up/down activities
- Quizzes
- Guided practice activities
- Entry tickets
- Exit tickets
- Homework

Summative/Benchmark Assessment(s):

- Chapter test
- Oral presentation
- Writing assignment

Alternative Assessments:

- Projects
- Skits

Resources/Materials:

Pearson *Autentico Level 1* Teacher resources

Pearson Realize Online

TPR Storytelling

Cultural videos

Cultural readings from text and other sources

Supplemental handouts

Key Vocabulary:

Activities

Expressing likes/dislikes

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
-------------------	-------------------------------	-----------------------------	--------------------

<p>Vocabulario 1a: Que te gusta hacer?</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Listen to and read about activities people like and don't like to do • Talk and write about what you and others like and don't like to do • Describe your favorite activities and ask others about theirs 	<ul style="list-style-type: none"> • Listening activities (pronunciation of terms) • Vocabulary: Tri fold • Mini skits: Que te gusta hacer • Charades (infinitives) • Charts for –ar, -er, and –ir verbs • Speaking activities • Partner activities • Videohistoria: Bienvenidos a Codo a Codo • Homework • Exit tickets 	<p>4 days</p>	
<p>Gramatica: Infinitives</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Write about and discuss activities • Listen to descriptions of what someone likes to do • Read about, listen to, and write about different types of Latin music 	<ul style="list-style-type: none"> • Do Now • Video • Charts for infinitives • Writing activity • Listening activity • Quiz • Reading: El baile y la musica del mundo hispano • Homework 	<p>4 days</p>	
<p>Gramatica: Negatives</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Read and write about other people's likes and dislikes • Ask and answer questions about activity preferences 	<ul style="list-style-type: none"> • Do now • Speaking: Partner activity • Listening activity • Exit ticket • Homework 	<p>4 days</p>	
<p>Gramatica: Expressing agreement and disagreement</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Express agreement or disagreement about what you and others like to do • Read and write opinions about activities 	<ul style="list-style-type: none"> • Partner writing activity • Reading: El espanol en la comunidad • Lectura: Que te gusta hacer? • Oral Presentation • Practice test • Chapter test 	<p>4 days</p>	
<p>Teacher Notes:</p>				
<p>Additional Resources:</p>				
<p>Students with Disabilities</p>	<p>English Language Learners</p>	<p>Gifted and Talented Students</p>	<p>Students at Risk</p>	<p>504Students</p>

Rephrase questions, directions, and explanations	Assign a buddy, same language or English speaking	Provide additional assignments and activities (higher level learning)	Provide extended time to complete tasks	Follow 504 plans accommodations and modifications
--	---	---	---	---

Midland Park Public Schools

<p>Additional handouts, charts, organizers</p> <p>Repetition and review of previously learned material</p> <p>Allow extended time to answer questions and complete assignments</p> <p>Consult with case managers</p> <p>Follow IEP accommodations/modifications</p>	<p>Rephrase questions, directions, and explanations</p> <p>Allow extended time on assignments, quizzes, tests</p>	<p>Consult with parents and guidance to accommodate students' interests in completing tasks at their level of engagement</p>	<p>Consult with Guidance Counselors and follow I&RS procedures and action plans</p>	<p>Consult with 504 team and Guidance Counselors</p> <p>Rephrase questions, directions and explanations when necessary</p>
---	---	--	---	--

Midland Park Public Schools

Content Area: Spanish	
Unit Title: 1B: Y tu, como eres?	
Grade Level: 9th and 10th	
Core Ideas: In this unit students will listen to and read about descriptions of others. Students will be able to talk and write about their personality traits. Also, they will be able to compare cultural perspectives on friendship.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
CPI#: Statement:	

7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics
Career Readiness, Life Literacies, and Key Skills	
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.8.CAP.1	Identify offerings such as high school and country career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.

Midland Park Public Schools

9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
Computer Science and Design Thinking	
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.5.DA.5	Purpose cause and effect relationships, predict outcomes, or communicate ideas using data.

8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

Interdisciplinary Connection

Amistad Law

N.J.S.A.18A5216A88

Students will describe famous Afro-Latinos by writing a paragraph about that person.

Holocaust Law

N.J.S.A. 18A52:16A-88

Students will watch a video clip of the Family *Pictures/Cuadros de Familia* written and illustrated by Carmen Lomas Garza, a Mexican-American narrative artist who creates images about everyday events in the lives of Mexican-Americans based on her memories and experiences in Texas and California. The paintings and stories reflect a strong sense of family and community as well as culture and diversity. The images celebrate and appreciate Mexican-American culture. Students will be able to understand another culture and perspectives in an environment of respect and acceptance.

LQBT and Disability Law

N.J.S.A.18A-35-4.35

CASEL’S FRAMEWORK:

Midland Park Public Schools

SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one’s emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy

- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Recognizing situational demands and opportunities

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively,

cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well being. Such as: www.casel.org/what-is-SEL

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Interdisciplinary Connection

Language Arts

NJSLSA.RI Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Social Studies

6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans

Unit Essential Question(s):

How do you describe yourself and your personality? How do you identify cultural practices?
 How do you compare cultural perspectives on friendship? What makes a good friend?
 How do you express likes and dislikes?
 How do you describe yourself using adjectives?
 What are the conjugations of the verb *estar*?

Unit Enduring Understandings:

- How people use the word friend depends on culture.
- Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.

Formative Assessments:

- Do Now
- Observation of oral discourse
- Listening activities
- Questioning
- Thumbs up/down activities
- Quizzes
- Entry tickets
- Partner activities
- Exit tickets
- Homework

Summative/Benchmark Assessment(s):

- Chapter test
- Oral presentation
- Writing assignment

Alternative Assessments:

- Projects
- Skits

Resources/Materials:

Pearson *Autentico Level 1* Teacher resources
 Pearson Realize Online
 TPR Storytelling

Key Vocabulary:

Personality traits
 Expressing likes and dislikes

Cultural videos			
Cultural readings from text and other sources			
Supplemental handouts			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Vocabulario 1b: Y tu, como eres?	Students will be able to... <ul style="list-style-type: none"> • Read, listen to, and understand information about personality traits • Write about what people are like 	<ul style="list-style-type: none"> • Listening activities • Videohistoria: Como eres? • Partner activities • Skits • Exit slips • Homework 	5 days
Gramatica: Adjectives	Students will be able to... <ul style="list-style-type: none"> • Write about and discuss what you and others are like • Describe your personality • Read and write a self descriptive poem 	<ul style="list-style-type: none"> • Do now • Writing assignment • Oral presentation • Poem • Exit ticket • Homework 	5 days
Gramatica: Definite and Indefinite articles	Students will be able to... <ul style="list-style-type: none"> • Identify and write about people and things at your school 	<ul style="list-style-type: none"> • Do now • GramActiva video on articles • Tutorial • Guided practice activities • Writing assignment • Label things around the room • Quiz • Homework 	5 days
Gramatica: Word order (Placement of Adjectives)	Students will be able to... <ul style="list-style-type: none"> • Write about and describe yourself and others • Listen to and write a description of three teens 	<ul style="list-style-type: none"> • GramActiva video on Placement of Adjectives • Writing sentences • Dictation • Sentence strips • Exit slips • Homework • Practice test • Chapter test 	5 days

Teacher Notes:

Additional Resources:

Midland Park Public Schools

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505Students
Rephrase questions, directions, and explanations Additional handouts, charts, organizers Repetition and review of previously learned material Allow extended time to answer questions and complete assignments Consult with case managers Follow IEP accommodations/modifications	Assign a buddy, same language or English speaking Rephrase questions, directions, and explanations Allow extended time on assignments, quizzes, tests	Provide additional assignments and activities (higher level learning) Consult with parents and guidance to accommodate students' interests in completing tasks at their level of engagement	Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures and action plans	Follow 504 plans accommodations and modifications Consult with 504 team and Guidance Counselors Rephrase questions, directions and explanations when necessary

Midland Park Public Schools

Content Area: Spanish

Unit Title: 2a: Tu dia en la escuela

Grade Level: 9th and 10th

Core Ideas: In this unit students will describe their school subjects and schedules. They will learn to talk about different classes, school activities, and likes and dislikes. They will exchange information while explaining what classes and activities they have in common with one another. Students will identify cultural practices about school subjects. They will compare school days with those of Spanish-speaking students. Also, they will learn about sports and attitudes towards sports in the Spanish-speaking world and the United States.

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLs)

7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
Career Readiness, Life Literacies, and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.8.CAP.1	Identify offerings such as high school and country career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

Midland Park Public Schools

9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.

9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
Computer Science and Design Thinking	
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.5.DA.5	Purpose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.8.ETW.1	Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
<p>Amistad Law</p> <p>N.J.S.A.18A5216A88</p> <p>Holocaust Law</p> <p>N.J.S.A. 18A52:16A-88</p> <p>LQBT and Disability Law</p> <p>N.J.S.A.18A-35-4.35 During Hispanic Heritage Month, students will explore and present information on the impact of influential Latinos with disabilities and from the LGBT community that have impacted society. Students will investigate and create a biographical booklet in the target language highlighting one of the following influential figures: Salma Hayek, Frida Kahlo, Selena Gomez, Diana Romero, Demi Lovato, Jose Feliciano, Ricky Martin, Zoe Saldana, and Sofia Jirau.</p>	

Midland Park Public Schools

CASEL’S FRAMEWORK:

SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence

behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others

- Understanding and expressing gratitude
- Recognizing situational demands and opportunities

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well being. Such as: www.casel.org/what-is-SEL

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one’s actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one’s role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impact

Interdisciplinary Connection

Language Arts

RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
--------	---

RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p>Unit Essential Question(s):</p> <p>How do you describe school subjects and schedules?</p> <p>How do you talk about classes, school activities, and likes and dislikes?</p> <p>How do you exchange information while explaining what classes and activities you and your friends have in common?</p> <p>How do you compare your school day with those of students in Spanish-speaking countries?</p> <p>How do you compare sports between Spanish-speaking countries and the United States?</p> <p>What are subject pronouns?</p> <p>How do you conjugate –ar verbs in the Present Tense?</p>	<p>Unit Enduring Understandings:</p> <p>Students around the world share similar schooling experiences although differences exist due to geography, resources, and culture.</p> <p>While differences exist due to culture and geography, students around the world share many common interests and join in similar activities.</p>
--	--

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Now • Observation of oral discourse • Listening activities • Writing activities • Questioning • Thumbs up/down activities • Quizzes • Entry tickets • Exit tickets • Homework <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Chapter test • Oral presentation

Alternative Assessments:

- Projects
- Skits

Resources/Materials:

Pearson *Autentico Level 1* Teacher resources

Pearson Realize Online

TPR Storytelling

Cultural videos

Cultural readings from text and other sources

Supplemental handouts

Key Vocabulary:

School subjects and schedules

School supplies

Class descriptions

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Vocabulario: Tu día en la escuela	Students will be able to... <ul style="list-style-type: none"> • Read, listen to, and understand information about the school day, subjects and classes, and school supplies • Read and write about school subjects and schedules • Discuss and compare classes and opinions about school 	<ul style="list-style-type: none"> • Listening activities • Tri fold • Videohistoria: Las clases hoy • Class schedule • Writing activity • Class discussion • Survey • Exit slip • Homework 	3 days
Gramatica: Subject Pronouns	Students will be able to... <ul style="list-style-type: none"> • Identify, talk to, and write about different people 	<ul style="list-style-type: none"> • Do now • GramActiva: Subject pronoun video • Tutorial • Subject pronoun chart and illustrations activity • Tu vs. Usted activity • Homework 	5 days
Gramatica: Present tense of –ar verbs	Students will be able to...	<ul style="list-style-type: none"> • Do now • Writing activity • GramActiva: Conjugations of –ar verbs 	5 days

Midland Park Public Schools

	<ul style="list-style-type: none"> • Write and exchange information about what you and others study and do • Listen to a description of activities during recess • Compare the Mayan numbering system to the one you use 	<ul style="list-style-type: none"> • Verb puzzles • Listening activity • Reading activity: Las Matematicas • Exit • Homework • Chapter Test 	
--	---	---	--

Teacher Notes:

Additional Resources:

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	506Students
<p>Rephrase questions, directions, and explanations</p> <p>Additional handouts, charts, organizers</p> <p>Repetition and review of previously learned material</p> <p>Allow extended time to answer questions and complete assignments</p> <p>Consult with case managers</p> <p>Follow IEP accommodations/modifications</p>	<p>Assign a buddy, same language or English speaking</p> <p>Rephrase questions, directions, and explanations</p> <p>Allow extended time on assignments, quizzes, tests</p>	<p>Provide additional assignments and activities (higher level learning)</p> <p>Consult with parents and guidance to accommodate students' interests in completing tasks at their level of engagement</p>	<p>Provide extended time to complete tasks</p> <p>Consult with Guidance Counselors and follow I&RS procedures and action plans</p>	<p>Follow 504 plans accommodations and modifications</p> <p>Consult with 504 team and Guidance Counselors</p> <p>Rephrase questions, directions and explanations when necessary</p>

Content Area: Spanish

Unit Title: 3a: Desayuno o almuerzo?

Grade Level: 9th and 10th

Core Ideas: In this unit students will listen to and read descriptions of meals and menus. They will talk and write about foods they like and dislike. They will exchange information about food preferences. Students will identify cultural practices about food and meal time. Also, they will be able to trace the history of some foods originally native to the Americas and Europe.

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLs)

7.1.NM.IPRET.1

Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2

Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3

Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4

Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPERS.1

Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2

Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.5

Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1

Recognize ways to volunteer in the classroom, school and community.

9.1.5.CR.1

Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2.8.CAP.2

Develop a plan that includes information about career areas of interest.

9.4.2.CI.1

Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2

Demonstrate originality and inventiveness in work.

9.4.2.CT.3	Use a variety of types of thinking to solve problems.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools.
Computer Science and Design Thinking	
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.5.DA.5	Purpose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.8.EDW.2	Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
<p>Amistad Law</p> <p>N.J.S.A.18A5216A88</p> <p>Students will watch, prepare and eat foods from famous Afro Latino chefs in the Spanish Speaking world. Holocaust Law</p> <p>N.J.S.A. 18A52:16A-88</p> <p>Aztec cuisine</p> <p>LQBT and Disability Law</p> <p>N.J.S.A.18A-35-4.35</p> <p>Spanish Speaking chefs and cooks with disabilities BBC documentary video</p> <p>CASEL'S FRAMEWORK:</p> <p>SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:</p> <ul style="list-style-type: none"> • Integrating personal and social identities 	

- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Recognizing situational demands and opportunities

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships

- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well being. Such as: www.casel.org/what-is-SEL

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one’s actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one’s role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Interdisciplinary Connection

Language Arts:

RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Social Studies:

6.1.8.HistoryCC
.4. d

Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted

Unit Essential Question(s):

How do you describe meals?

What are mealtimes like in Spanish-speaking countries?

What are some popular Spanish-speaking dishes? How do you describe what you like and do not like to eat?

How do you exchange information about food preferences? What types of food would you eat for breakfast/lunch?

What are the Present tense forms for verbs ending in –er and –ir?

How do you express things that you like or love?

Unit Enduring Understandings:

What comprises the great variety of interesting and delicious foods of the Spanish-speaking world?

Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status, geography, and tastes.

Formative Assessments:

- Do Now
- Observation of oral discourse
- Listening activities
- Questioning
- Thumbs up/down activities
- Quizzes
- Guided practice activities
- Entry tickets
- Exit tickets
- Homework

Summative/Benchmark Assessment(s):

- Chapter test
- Oral presentation
- Writing assignment

Alternative Assessments:

- Projects
- Skits

Resources/Materials:

Pearson *Autentico Level 1* Teacher resources

Pearson Realize Online

TPR Storytelling

Cultural videos

Cultural readings from text and other sources

Supplemental handouts

Key Vocabulary:

- Foods and beverages for breakfast and lunch
- Expressions of frequency

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Vocabulario: 3a Desayuno o almuerzo?	Students will be able to... <ul style="list-style-type: none"> • Read, listen to, and understand information about foods and beverages for breakfast and lunch • Listen to a description and distinguish between breakfast and lunch foods • Write about and discuss what you and others eat and drink for breakfast and lunch • Exchange information about likes and dislikes • Read about the American and European origins of foods to analyze a recipe 	<ul style="list-style-type: none"> • Listening activities • Tri fold • Videohistoria: El almuerzo • Reading activity • Writing activity • Partner activity • Exit ticket • Homework 	5 days

Gramatica: The Present tense of er and ir verbs	Students will be able to... <ul style="list-style-type: none"> • Read, write and talk about what you and others eat for breakfast and lunch, and about everyday activities • Exchange information with classmates about favorite foods and drinks 	<ul style="list-style-type: none"> • Do now • GramActiva video • Guided practice worksheets • Listening activity • Writing activity • Conjugation puzzles • Exit slips • Homework 	5 days
Gramatica: Me gustan/ me encantan	Students will be able to... <ul style="list-style-type: none"> • Indicate and write about what you like and don't like to eat • Read and answer questions about a food survey and a menu • Exchange information about food preferences 	<ul style="list-style-type: none"> • Listening activity • Writing activity • Reading and questions • Partner activity • Exit slip • Menu project • Homework • Practice test • Chapter test 	5 days

Teacher Notes:

Additional Resources:

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	507Students
Rephrase questions, directions, and explanations Additional handouts, charts, organizers Repetition and review of previously learned material Allow extended time to answer questions and complete assignments	Assign a buddy, same language or English speaking Rephrase questions, directions, and explanations Allow extended time on assignments, quizzes, tests	Provide additional assignments and activities (higher level learning) Consult with parents and guidance to accommodate students' interests in completing tasks at their level of engagement	Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures and action plans	Follow 504 plans accommodations and modifications Consult with 504 team and Guidance Counselors Rephrase questions, directions and explanations when necessary

Consult with case managers				
----------------------------	--	--	--	--

Midland Park Public Schools

Follow IEP accommodations/modifications				
---	--	--	--	--

Midland Park Public Schools

Midland Park Public Schools	
Content Area: Spanish	
Unit Title: 4a: Adonde vas?	
Grade Level: 9th and 10th	
Core Ideas: In this unit students will describe leisure activities and schedules. They will talk and write about places to go and activities to do during free time. Also, students will exchange information about weekend plans.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Career Readiness, Life Literacies, and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.

9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.8.CAP.1	Identify offerings such as high school and country career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.

Midland Park Public Schools

9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
Computer Science and Design Thinking	
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.5.DA.5	Purpose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.8.EDW.2	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	

Amistad Law

N.J.S.A.18A5216A8

Watch the famous Encanto movie which represents a Columbian family with Afro-Latino roots **Holocaust Law**

N.J.S.A. 18A52:16A-88

LQBT and Disability Law

N.J.S.A.18A-35-4.35

Watch the famous Disney movie Luca

CASEL'S FRAMEWORK:

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets

Midland Park Public Schools

- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills

- Showing the courage to take initiative

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Recognizing situational demands and opportunities

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency

- Practicing teamwork and collaborative problem-solving
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well being. Such as: www.casel.org/what-is-SEL

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one’s actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one’s role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Interdisciplinary Connection

Language Arts:

RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Social Studies:

6.1.8.History CC. 4.d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted
--------------------------	--

Unit Essential Question(s):

How do you talk about leisure activities and schedules?

How do you talk about places to go and activities to do during free time?

How do you exchange information about weekend plans? How do you identify cultural practices about community?

How do you compare leisure activities in the Spanish speaking world and the United States?

How do you ask questions in Spanish?

What is the conjugation of the verb ir?

Unit Enduring Understandings:

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.

Formative Assessments:

- Do Now
- Observation of oral discourse
- Listening activities
- Questioning
- Thumbs up/down activities
- Quizzes
- Entry tickets
- Exit tickets
- Homework

Summative/Benchmark Assessment(s):

- Chapter test
- Oral presentation
- Writing assignment

Alternative Assessments:

- Projects
- Skits

<p>Resources/Materials:</p> <p>Pearson <i>Autentico Level 1</i> Teacher resources</p> <p>Pearson Realize Online</p> <p>TPR Storytelling</p> <p>Cultural videos</p> <p>Cultural readings from text and other sources</p> <p>Supplemental handouts</p>	<p>Key Vocabulary:</p> <p>Leisure activities</p> <p>Places in the community</p>
---	--

--

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Vocabulario: Adonde vas?	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Read, listen to, and understand information about places to go when you're not in school, and plans for leisure time • Write and talk about places you go in your free time • Listen to a description of a plaza • Discuss and compare where you go and how often 	<ul style="list-style-type: none"> • Listening activities • Writing activities • Videohistoria: Tiempo libre • Tri fold • Partner activities • Exit tickets • Homework 	8 days
Gramatica: The verb ir	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Talk, read, and write about where you and others go • Exchange information about where to go to do leisure activities 	<ul style="list-style-type: none"> • Chart • GramActiva video • Tutorial • Guided practice activities • Partner activity • Quiz • Exit ticket • Homework 	5 days
Asking questions	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Write and answer questions about leisure activities • Exchange information about where you and others go in your free time • Read and write about places 	<ul style="list-style-type: none"> • Do now • Writing activity • Speaking activity • Reading: Puerto Rico • Homework • Practice Test • Chapter test 	5 days

Midland Park Public Schools

Teacher Notes:

Additional Resources:

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	508Students
<p>Rephrase questions, directions, and explanations</p> <p>Additional handouts, charts, organizers</p> <p>Repetition and review of previously learned material</p> <p>Allow extended time to answer questions and complete assignments</p> <p>Consult with case managers</p> <p>Follow IEP accommodations/modifications</p>	<p>Assign a buddy, same language or English speaking</p> <p>Rephrase questions, directions, and explanations</p> <p>Allow extended time on assignments, quizzes, tests</p>	<p>Provide additional assignments and activities (higher level learning)</p> <p>Consult with parents and guidance to accommodate students' interests in completing tasks at their level of engagement</p>	<p>Provide extended time to complete tasks</p> <p>Consult with Guidance Counselors and follow I&RS procedures and action plans</p>	<p>Follow 504 plans accommodations and modifications</p> <p>Consult with 504 team and Guidance Counselors</p> <p>Rephrase questions, directions and explanations when necessary</p>

--

Content Area: Spanish**Unit Title: 5a: Una fiesta de cumpleaños****Grade Level: 9th and 10th**

Core Ideas: In this unit students will focus on family relationships and celebrations. Students will listen to descriptions of family members and family relationships. They will describe their own family members. Also, students will learn about family celebrations in the Spanish speaking world and compare them to their own.

Standards (Content and Technology):**CPI#:****Statement:****Performance Expectations (NJSLs)****7.1.NM.IPRET.1**

Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2

Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3

Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4

Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

**7.1.NM.IPERS.
1**

Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

**7.1.NM.IPERS.
2**

Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

**7.1.NM.IPERS.
5**

Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Career Readiness, Life Literacies, and Key Skills**9.4.8.CI.4**

Explore the role of creativity and innovation in career pathways and industries.

9.4.8.CT.2

Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.DC.5

Manage digital identity and practice positive online behavior to avoid inappropriate forms of self disclosure.

9.4.8.DC.6

Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.GCA.1

Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.		
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.		
9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.		
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.		
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.		
Computer Science and Design Thinking			
8.1.8.CS.1	Recommend improvements to computing devices in order to improve the ways users interact with the devices.		
8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.		
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.		
8.2.			
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)			
Interdisciplinary Connection			
Language Arts			
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.		
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
<table border="1"> <tr> <td data-bbox="74 1495 834 1955"> <p>Unit Essential Question(s):</p> <p>How do you describe your family?</p> <p>How do you describe your family relationships?</p> <p>What are some characteristics of your family members? How do you tell someone's age?</p> <p>What is a Quinceanera?</p> <p>How is it celebrated?</p> </td> <td data-bbox="834 1495 1549 1955"> <p>Unit Enduring Understandings:</p> <p>Family relationships contribute to one's personal development.</p> <p>There are holidays celebrated in Spanish-speaking countries that are different from what we celebrate in the United States.</p> <p>Holidays celebrated in different countries are a part of one's culture.</p> </td> </tr> </table>		<p>Unit Essential Question(s):</p> <p>How do you describe your family?</p> <p>How do you describe your family relationships?</p> <p>What are some characteristics of your family members? How do you tell someone's age?</p> <p>What is a Quinceanera?</p> <p>How is it celebrated?</p>	<p>Unit Enduring Understandings:</p> <p>Family relationships contribute to one's personal development.</p> <p>There are holidays celebrated in Spanish-speaking countries that are different from what we celebrate in the United States.</p> <p>Holidays celebrated in different countries are a part of one's culture.</p>
<p>Unit Essential Question(s):</p> <p>How do you describe your family?</p> <p>How do you describe your family relationships?</p> <p>What are some characteristics of your family members? How do you tell someone's age?</p> <p>What is a Quinceanera?</p> <p>How is it celebrated?</p>	<p>Unit Enduring Understandings:</p> <p>Family relationships contribute to one's personal development.</p> <p>There are holidays celebrated in Spanish-speaking countries that are different from what we celebrate in the United States.</p> <p>Holidays celebrated in different countries are a part of one's culture.</p>		

What is papel picado? How is this craft used in celebrations? How do you conjugate the verb tener? How is it used? How do you use possessive adjectives?

What are some other important celebrations in the Spanish speaking world?

Knowing about other holidays celebrated in the Spanish speaking world allows us to be more accepting and understanding of people.

Formative Assessments:

- Do Now
- Observation of oral discourse
- Listening activities
- Questioning
- Thumbs up/down activities
- Quizzes
- Guided practice activities
- Entry tickets
- Exit tickets
- Homework

Summative/Benchmark Assessment(s):

- Chapter test
- Oral presentation
- Writing assignment

Alternative Assessments:

- Projects
- Skits

Resources/Materials:

Pearson *Autentico Level 1* Teacher resources

Pearson Realize Online

Key Vocabulary:

- Family members and pets
- Telling ages
- Party decorations

<p>TPR Storytelling</p> <p>Cultural videos</p> <p>Cultural readings from text and other sources</p> <p>Supplemental handouts</p>	<ul style="list-style-type: none"> • Celebration activities
--	--

--	--	--	--

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
<p>Vocabulario: 5a</p> <p>Una fiesta de cumpleaños</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Listen to and read about families, parties and celebrations • Write and talk about family members and celebrations • Exchange information while discussing your family and family activities with a classmate 	<ul style="list-style-type: none"> • Pronunciation and Listening activities • Tri fold • Quizlet games • Kahoot • Videohistoria: Los quince años • Reading activity: El papel picado • Writing activity • Partner activity: Mi Familia • Exit ticket • Homework 	<p>7 days (ongoing)</p>
<p>Gramatica:</p> <p>The verb tener</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Talk about what people have and have to do • Interview a classmate and write a description of a classmates family and their ages • Read about, identify, and describe the ages of members of the Spanish royal family 	<ul style="list-style-type: none"> • Do now • GramActiva video • Guided practice worksheets • Listening activity • Writing activity • Entrevista: Partner activity • Project: Invitation to a party • Oral report • Reading: La familia de Carlos IV • Exit slips • Homework 	<p>8 days</p>

Gramatica: Possessive Adjectives	Students will be able to... <ul style="list-style-type: none"> • Identify to whom something belongs • Read and write about family relationships • Read and listen to description of a birthday card 	<ul style="list-style-type: none"> • Partner activity: Heroe o Heroina • Juego • Listening activity: Feliz cumpleaños • Entrevista • Cultural reading • Review games • Practice test • Chapter test 	8 days
--	---	---	--------

Midland Park Public Schools

	<ul style="list-style-type: none"> • Survey and interview classmates to write about birthday celebrations 			
Teacher Notes:				
Additional Resources: Quinceanera movie				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	509Students

<p>Rephrase questions, directions, and explanations</p> <p>Additional handouts, charts, organizers</p> <p>Repetition and review of previously learned material</p> <p>Allow extended time to answer questions and complete assignments</p> <p>Consult with case managers</p> <p>Follow IEP accommodations/modifications</p>	<p>Assign a buddy, same language or English speaking</p> <p>Rephrase questions, directions, and explanations</p> <p>Allow extended time on assignments, quizzes, tests</p>	<p>Provide additional assignments and activities (higher level learning)</p> <p>Consult with parents and guidance to accommodate students' interests in completing tasks at their level of engagement</p>	<p>Provide extended time to complete tasks</p> <p>Consult with Guidance Counselors and follow I&RS procedures and action plans</p>	<p>Follow 504 plans accommodations and modifications</p> <p>Consult with 504 team and Guidance Counselors</p> <p>Rephrase questions, directions and explanations when necessary</p>
---	--	---	--	---

Midland Park Public Schools	
Content Area: Spanish	
Unit Title: 5b: Vamos a un restaurante	
Grade Level: 9th and 10th	
<p>Core Ideas: In this unit students will focus on restaurant meals and service. Students will talk about table settings and meal customs in Spanish-speaking cultures. Students will read about restaurant reviews. Also, students will understand cultural perspectives on meals and mealtime in the Spanish-speaking world.</p>	
<p>Standards (Content and Technology):</p>	
CPI#:	Statement:
Performance Expectations (NJSLs)	
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

Computer Science and Design Thinking

8.1.8.CS.1	Recommend improvements to computing devices in order to improve the ways users interact with the devices.
-------------------	---

Midland Park Public Schools

8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connection

RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
---------------	---

RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<p>Unit Essential Question(s):</p> <p>How do you describe restaurant meals and service? How do you write about plans for a celebration?</p> <p>What are meal times like in Spanish-speaking countries?</p> <p>How do you exchange information while describing physical features of family members?</p> <p>How do you conjugate the verb venir?</p> <p>What are the uses of the verbs ser and estar?</p> <p>What are some popular Spanish foods?</p>		<p>Unit Enduring Understandings:</p> <p>Restaurants in different countries offer different meal options.</p> <p>Mealtimes in Spanish-speaking countries are different from mealtimes in the United States.</p> <p>Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status, geography, and tastes.</p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Now • Observation of oral discourse 		

- Listening activities
- Questioning
- Thumbs up/down activities
- Quizzes
- Guided practice activities
- Entry tickets
- Exit tickets
- Homework

Summative/Benchmark Assessment(s):

- Chapter test
- Oral presentation
- Writing assignment

Alternative Assessments:

- Projects
- Skits

Resources/Materials:

Pearson *Autentico Level 1* Teacher resources
 Pearson Realize Online
 TPR Storytelling
 Cultural videos
 Cultural readings from text and other sources
 Supplemental handouts

Key Vocabulary:

- Describing people and things
- Food and table settings
- Eating out
- Expressing needs

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
-------------------	-------------------------------	-----------------------------	--------------------

Vocabulario: 5b Vamos a un restaurante	Students will be able to... <ul style="list-style-type: none"> • Read, listen to, and understand information about descriptions of family members and other people, restaurant vocabulary, table settings • Listen to and write descriptions of people • Read and understand a conversation in a restaurant • Explain what you like to order in a restaurant • Play a guessing game about table settings • Write recommendations based on a restaurant review 	<ul style="list-style-type: none"> • Pronunciation and Listening activities • Tri fold • Quizlet games • Kahoot • Videohistoria: Fiesta en el restaurante • Partner activity: Que te gusta pedir? • Exit ticket • Homework 	6 days (ongoing)
Gramatica: The verb venir	Students will be able to... <ul style="list-style-type: none"> • Read about and discuss celebrations and preparations • Listen to a description of a family 	<ul style="list-style-type: none"> • Do now • GramActiva video • Guided practice worksheets • Listening activity • Writing activity • Exit slips • Homework 	8 days
Gramatica: The verbs ser and estar	Students will be able to... <ul style="list-style-type: none"> • Discuss and describe people and foods • Read an interview and a recipe • Exchange information while ordering and discussing food in a restaurant 	<ul style="list-style-type: none"> • Charts and uses of verbs • GramActiva video • Guided practice sheets • Speaking activity • Organizer • Project: Un restaurant muy bueno • Cultural reading • Review games • Practice test • Chapter test 	9 days

Teacher Notes:

Additional Resources:

Youtube videos on popular Spanish foods

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	510Students
Rephrase questions, directions, and explanations	Assign a buddy, same language or	Provide additional assignments	Provide extended time to complete tasks	Follow 504 plans accommodations and modifications

and

Midland Park Public Schools

Additional handouts, charts, organizers	English speaking	activities (higher level learning)	Consult with Guidance Counselors and follow I&RS procedures and action plans	Consult with 504 team and Guidance Counselors
Repetition and review of previously learned material	Rephrase questions, directions, and explanations	Consult with parents and guidance to accommodate students' interests in completing tasks at their level of engagement		Rephrase questions, directions and explanations when necessary
Allow extended time to answer questions and complete assignments	Allow extended time on assignments, quizzes, tests			
Consult with case managers				
Follow IEP accommodations/modifications				

Midland Park Public Schools

Content Area: Spanish

Unit Title: 7b Que regalo

Grade Level: 9th and 10th

Core Ideas: In this unit students will focus on shopping. Students will listen, talk, and write about different stores and buying gifts. They will talk about items that they bought and how much things cost. Also, students will compare the significance of gifts in a Mexican festival and in holidays in the United States.

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLs)

7.1.NM.IPRET.1

Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.

Midland Park Public Schools

9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Computer Science and Design Thinking

8.1.8.CS.1	Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.8.NI.2	Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.

8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.PRSNT.5	Present information from age- and level–appropriate, culturally authentic materials orally or in writing.
Interdisciplinary Connection	
RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Unit Essential Question(s): How do you describe gifts and gift stores? How do you describe items that you bought and the prices of these items?	Unit Enduring Understandings: The ability to shop is a universal need. People shop out of necessity and for fun, whether it be for food, clothing or gifts.

Midland Park Public Schools

<p>How do you exchange information while comparing gifts and prices?</p> <p>How do you compare shopping malls in Chile and the United States?</p> <p>How are markets and supermarkets alike/different?</p> <p>What are markets and specialty stores like in the Spanish speaking world?</p> <p>How do you compare the significance of gifts in a Mexican festival and in holidays in the United States?</p>	

Formative Assessments:

- Do Now
- Observation of oral discourse
- Listening activities
- Questioning
- Thumbs up/down activities
- Quizzes
- Guided practice activities
- Entry tickets
- Exit tickets
- Homework

Summative/Benchmark Assessment(s):

- Chapter test
- Oral presentation
- Writing assignment

Alternative Assessments:

- Projects
- Skits

Resources/Materials:

Pearson *Autentico Level 1* Teacher resources

Key Vocabulary:

- Stores and online shopping

Midland Park Public Schools

Pearson Realize Online

TPR Storytelling

Cultural videos

Cultural readings from text and other sources

Supplemental handouts

- Gifts and clothing accessories

- Expressions to describe past events

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Vocabulario: 7b Que regalo	Students will be able to... <ul style="list-style-type: none"> • Read, listen to, and understand information about stores, shopping for gifts and accessories, and things done in the past • Listen to comments about stores and talk about where you shop • Write about and discuss stores, gifts and shopping trips • Read and analyze an ad for a jewelry store • Exchange information about shopping malls and gifts 	<ul style="list-style-type: none"> • Pronunciation and Listening activities • Tri fold • Quizlet games • Kahoot • Videohistoria: En el rastro • Partner activity: Un buen regalo • Writing activity • Reading: ad on La joyeria • Exit ticket • Homework 	6 days (ongoing)
Gramatica: The Preterite of –ar verbs	Students will be able to... <ul style="list-style-type: none"> • Listen to a description of family activities • Write and talk about what you and others did • Interview a classmate about activities last week 	<ul style="list-style-type: none"> • Do now • GramActiva video • Guided practice worksheets • Listening activity • Organizer and Writing activity • Entrevista: Partner activity • Dice game • Juego • Exit slips • Homework 	8 days
Gramatica: The Preterite of verbs ending in –car, –gar, and –zar	Students will be able to... <ul style="list-style-type: none"> • Write and talk about what you and others did • Discuss gifts you bought 	<ul style="list-style-type: none"> • Juego: Seis • Dice game • Conjugation puzzles • Listening activity • Reading: Timeline 	6 days

Midland Park Public Schools

	<ul style="list-style-type: none"> • Read a timeline to write and talk about historical events 		
--	---	--	--

Gramatica: Direct Object Pronouns	Students will be able to... • Write and talk about what people bought, where and when • Exchange information to guess who has different items • Role-play conversations about shopping	• Sentence strips • Writing activity • Listening activity • Guessing game • Gramatica video and guided practice sheets • Review games • Practice test • Chapter test	4 days
---	---	---	--------

Teacher Notes:

Additional Resources:

La Boqueria video

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	511Students
<p>Rephrase questions, directions, and explanations</p> <p>Additional handouts, charts, organizers</p> <p>Repetition and review of previously learned material</p> <p>Allow extended time to answer questions and complete assignments</p> <p>Consult with case managers</p> <p>Follow IEP accommodations/modifications</p>	<p>Assign a buddy, same language or English speaking</p> <p>Rephrase questions, directions, and explanations</p> <p>Allow extended time on assignments, quizzes, tests</p>	<p>Provide additional assignments and activities (higher level learning)</p> <p>Consult with parents and guidance to accommodate students' interests in completing tasks at their level of engagement</p>	<p>Provide extended time to complete tasks</p> <p>Consult with Guidance Counselors and follow I&RS procedures and action plans</p>	<p>Follow 504 plans accommodations and modifications</p> <p>Consult with 504 team and Guidance Counselors</p> <p>Rephrase questions, directions and explanations when necessary</p>

